

English as a Second Language

With Special Applications to Hungarians

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ENGLISH AS A SECOND LANGUAGE

With Special Applications to Hungarians

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FOREWORD

Last November, when the Institute of International Education was planning an English and Orientation Center for Hungarian refugee students at Bard College, its advisory committee had to solve two major problems. The projected two-month intensive English course for more than three hundred students would necessarily be taught by a faculty most of whom, though experienced educators, were not language teachers. And there was not then available a textbook specifically designed to resolve the difficulties met by a Hungarian student learning English. In this unusual situation, the staff of the American Language Center of Columbia University, in whose classes over one hundred Hungarians had studied English since 1950, were asked to consult with and advise the Orientation Center faculty on language-teaching techniques, lessons, and laboratory practice exercises applicable to Hungarian students studying in an English-speaking environment.

The six consultants—all subsequently authors of this book—spent several days at the Hungarian Orientation Center during the Christmas Holidays, in company with the Chairman of the American Language Center, who was a member of the Institute's advisory committee. This language-training team was directed by Dr. Lois McIntosh and Mr. William Nemser. In addition to Messrs. Abramson and Bineth and Miss Nowosielska, they were assisted by Professor Jane Kluckhohn, then on leave from the University of New Mexico and teaching at the American Language Center. As a direct product of this collaboration, the present textbook has been written by the six consultants, and by Mrs. Jean Distler Tafti, who later joined the group.

That the application of modern linguistic knowledge to long teaching experience has resulted in so substantial and informed a textbook in so short a time reflects the great credit due its authors. Their achievement gains further solidity from the fact that, while writing the textbook, they have been working daily with more than a score of recent Hungarian refugees now taking English classes at Columbia University.

To the acknowledgment of indebtedness for professional assistance made elsewhere by the authors, I should like to add our joint expression of gratitude to several persons who have made possible the book's publication. Vice-President John A. Krout—a member of President Eisenhower's Coordinating Committee for Hungarian Refugees—and Associate Provost William C. Fels, both of Columbia University, have given their encouragement to this project from its inception. Vice-President Albert G. Sims of the Institute of International Education has secured a grant of funds to assist in the publication of the book in this excellent format. And Rinehart & Company have provided the cooperation, the advice, the patience and the

vision which one might wish were the norm rather than the ideal in relations between author and publisher.

William Cullen Bryant, II
Chairman, American Language Center
Columbia University

TO THE TEACHER

This book was written to meet an immediate need. The sudden influx of Hungarians to those Western countries where English is spoken found us without adequate teaching materials. There are, of course, many excellent English language texts, but apparently none based on a comparison of the language systems of English and Hungarian.

Although our chief purpose in preparing this book was to provide material for teaching English to Hungarians, we have covered many problems shared by speakers of other languages. The language of the book is not Hungarian, and most of the lessons can be adapted to speakers of other tongues. We have used these lessons successfully in mixed classes with members from various language communities.

We have based the present book on those contrasts between Hungarian and English that make the learning of English particularly difficult for a Hungarian. For example, since Hungarians do not have both /w/ and /v/ in their language, we can expect them to confuse English pairs like *wine* and *vine*. We have therefore included exercises which give them practice in hearing and producing these differences. Hungarian words are all stressed on the first syllable. Hungarian speakers would tend to pronounce not only the word *grammar*, but also the words *pronunciation* and *vocabulary* with initial stress. In Hungarian, when a suffix is added to a root, the last sound of the root changes according to the first sound of the suffix. Therefore, we particularly emphasize the fact that, on the contrary, the English plural suffix is chosen according to the last sound in the noun: *dogs* /dɒgz/, *cats* /kæts/, *foxes* /faksɪz/. Hungarian has singular and plural forms of nouns and verbs. However, after numerals, the singular forms are used. Thus Hungarians might say in English: *Three boy arrives*. In many cases we use a form of the verb *be*, where Hungarians would not use a verb. Therefore in speaking English, Hungarians sometimes say: *The boys talks*. The last example also reflects the fact that, in Hungarian, predicate adjectives agree in number with the nouns they modify. Again, many of the relationships between words in a sentence indicated by word order in English are indicated by inflection in Hungarian. In our exercises we therefore emphasize the use of word order as a grammatical device. These facts about English and Hungarian are typical of those which have dictated the choice and arrangement of our teaching materials.

Because the language of the book is not Hungarian, the student learns English by hearing and speaking it. He does not rely on translation at any time.

You will notice that each unit is divided into lessons, each of which takes up several grammar and pronunciation patterns. The grammar pat-

terns are reinforced by further practice in the pronunciation sections (for example, when regular plurals are introduced in Unit One, Lesson Two, the pronunciations are practiced in the corresponding pronunciation section). Phonetic transcription is used where it is needed for effective teaching. These lessons have been tried out in the classroom and have proved practicable.

We have not indicated time limits for these lessons. We assume that each pattern will be practiced until it is mastered completely. A beginning class would move very slowly through these materials. A relatively advanced group would use the early lessons as a review.

You will notice that all directions are addressed to the student. It is his book. But your speech is his model. You start, he imitates you. It is a good idea, particularly in the early stages, to have the class repeat after you in chorus. When rhythms are established, when shyness has diminished, the individual student may produce his sentence.

The book emphasizes spoken language at all times. You will see that the grammar and pronunciation patterns are introduced in conversations, questions and answers, and anecdotes. Generalizations about the pattern accompany each presentation. We hope that you will apply each pattern to the immediate situation. Your students, your town, your daily life offer subject matter for further exercises. Such material makes the language more real and more useful to the students.

The vocabulary has been selected by subject areas, beginning with terms for people and objects in the classroom. Your own class may have a special need for occupational terms like those of farm or factory life and these can be worked into the grammar and pronunciation patterns as they are presented.

Assignments have not been included in the text. Classes operate on different schedules and students are preparing for different kinds of work. Assignments should be based on the lesson just taught and so far as possible coincide with the interests of the student. For example, when the present tense is taught, the student might be asked to write about his daily activities. When the past tense is taught, the student might be asked to write about his daily activities of the week before, or the job he had in his country, and so on.

While it is true that English is not the "same" language to all learners, certain essentials must be taught to everybody. The first five units cover beginning and intermediate language problems. Unit Six summarizes those patterns and suggests those yet to be taught. By the time the student reaches this unit, he will have acquired a firm foundation, and his advanced work in the language can be based on the structures indicated in Unit Six.

An English language textbook, based on an aural/oral approach owes much to many precursors. We particularly wish to mention our debt to Professor Charles C. Fries. Our theoretical viewpoint owes much to Professor Uriel Weinreich. We owe a special debt to Professor John Lotz: the principal merits of the comparative analysis of English and Hungarian on which our book is based are his; the defects are our own. We thank him

also, as well as Professor William Cullen Bryant, II, for valuable suggestions on the general presentation of the text. We are grateful to other colleagues for help of various kinds during the preparation of this book, and to Joan Cox and Susan M. Lederer for their assistance with the manuscript.

L. Mc.
W. J. N.
J. D. T.

American Language Center
Columbia University
June, 1957

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ENGLISH AS A SECOND LANGUAGE

With Special Applications to Hungarians

UNIT ONE: Lesson One

GRAMMAR

I. Introductions

II. Statements/questions

be with singular subjects in
statements, negatives, questions

III. This/that

I. Introductions

1. Repeat these:

Teacher: Good morning.

Class: Good morning.

Teacher: I'm a teacher. I'm Mr. (or Miss, or Mrs.) _____

Now, repeat after me:

I'm a student. I'm Mr. _____

1st Student: I'm a student. I'm Mr. _____

Teacher: How do you do.

2nd Student: I'm a student. I'm Mr. _____

II. Statements/questions; be with singular subjects in statements, negatives, questions

2. Repeat these sentences after the teacher:

This is an English class.

This is an English lesson.

English is a language.

Hungarian is a language.

3. Repeat after the teacher:

Is this an English class? Yes, it is.

Is this an English lesson? Yes, it is.

Is English a language? Yes, it is.

Is Hungarian a language? Yes, it is.

4. Repeat the statement after the teacher:

Substantive in Subject Position	Verb
This	is an English class.

4. (Continued)

Repeat the question after the teacher:

V	S	
Is	this	an English class?

5. Repeat these statements:

This is an English class.
This is an English lesson.
English is a language.
Hungarian is a language.

6. Repeat these questions:

Is this an English class?	Yes, it is.
Is this an English lesson?	Yes, it is.
Is English a language?	Yes, it is.
Is Hungarian a language?	Yes, it is.

7. Listen to the conversation:

A: Is John a student?
B: Yes, he is.
A: Is Elizabeth a student?
B: Yes, she is.

Repeat Part B while the teacher repeats Part A. Now repeat Part A.

8. Repeat after the teacher:

John is a student. He's a student.
John is a Hungarian. He's a Hungarian.
Elizabeth is a student. She's a student.
Elizabeth is a Hungarian. She's a Hungarian.

Now use the name of a student in the class. Be sure to use *he* for men and *she* for women.

9. Repeat after the teacher:

John isn't a teacher. He's a student.
John isn't an American. He's a Hungarian.
Elizabeth isn't a teacher. She's a student.
Elizabeth isn't an American. She's a Hungarian.

10. Repeat after the teacher:

John is a man. He isn't a boy.

Elizabeth is a woman. She isn't a girl.

John is a man. He isn't a women.

Elizabeth is a woman. She isn't a man.

Use the names of each student in the class.

11. Repeat the sentences after the teacher. Then change them to negative sentences:

For example: He's a student. He isn't a student.

1. She's a student.

6. He's an American.

2. He's a teacher.

7. She's an American.

3. He's a student.

8. This is a lesson.

4. ~~He's a Hungarian.~~

9. This is a question.

5. ~~She's a Hungarian.~~

10. This is an exercise,

12. Change the statements in Exercise 11 to questions:

For example: He's a student. Is he a student?

a	student
a	teacher
a	Hungarian
an	American
an	exercise
an	English class

Use a before consonants and an before vowels.

13. *Teacher:* I'm a teacher. I'm Mr. (Miss, Mrs.) ____.

Each student in turn: I'm a student. I'm ____.

14. *Teacher:* Are you Mr. X?

Each student in turn: Yes, I am. (to the next student) Are you Mr. (Miss, Mrs.) ____?

15. *Teacher:* I'm a teacher. I'm not a student.

I'm an American. I'm not a Hungarian.

I'm a man. I'm not a woman.

Teacher: (to 1st Student) Are you a teacher?

Student: No, I'm not. I'm a student,

Teacher: (to 2nd Student) Are you a woman?

Student: No, I'm not. I'm a man.

Continue around the class.

16. *Teacher*: Are you Mr. _____ ?
Teacher (to 1st Student): Is he Mr. _____ ? (Indicating the second student.)
1st Student: No, he isn't. He's Mr. _____ .
 Continue around the class.

*III. This/that

17. Look at the objects the teacher points to. Repeat the names after the teacher:

This is a pencil.	That is a pen.
This is a book.	That is a notebook.
This is a pen.	That is a pencil.
This is a chair.	That is a wastebasket.
This is a blackboard.	That is a window.
This is a desk.	That is a chair.
This is a wall.	That is a blackboard.

This	is a chair.
This	is a floor.
That	is a door.
That	is a ceiling.
Use <i>this</i> for things near the speaker. Use <i>that</i> for things farther away.	

18. Look at the object. Answer the question about it:

Is this a pencil?
Students: Yes, it is.

Continue with the objects in Exercise 17.

19. *Teacher*: Is this a pencil?
Student: No, it isn't. It's a pen.
20. *1st Student*: Is that a pen?
2nd Student: No, it isn't. It's a pencil.

21. Listen and repeat:

I'm busy.	I'm hot.
I'm tired.	I'm thirsty.
I'm cold.	I'm happy.
I'm sleepy.	I'm sad.

22. Ask a question. The next student answers. Then he asks a question:

A: Are you busy?

C: Are you cold?

B: Yes, I am.

D: No, I'm not.

B: Are you tired?

D: Are you sleepy?

C: No, I'm not.

E: Yes, I am.

*The Exercise continues with *hot, thirsty, happy, sad*.

Statement	Question	Negative Statement
I'm a student.	Am I a student?	I'm not a student.
He's a student.	Is he a student?	He isn't a student.
She's a student.	Is she a student?	She isn't a student.
It's a book.	Is it a book?	It isn't a book.

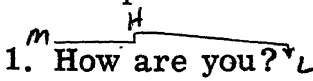
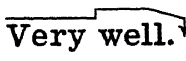
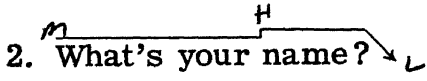
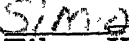
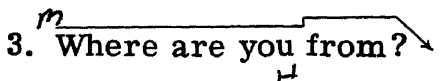
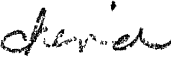
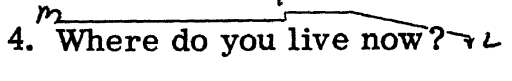
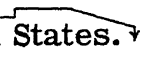
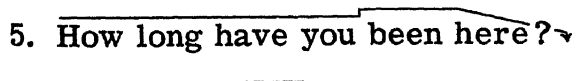
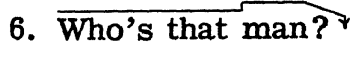
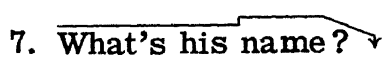
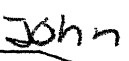
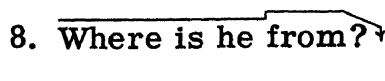
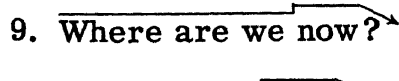
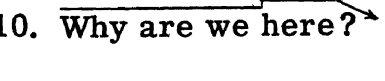
PRONUNCIATION

I. *Falling intonation*

II. *Rising intonation*

I. *Falling intonation*

1. Repeat the following sentences after the teacher. The voice rises and then drops at the end of each sentence.

- | | |
|---|---|
| 1.  How are you? | Thank you.  Very well. |
| 2.  What's your name? | 
Tibor Kovacs.  |
| 3.  Where are you from? | Hungary.  |
| 4.  Where do you live now? | In the United States.  |
| 5.  How long have you been here? | Four months.  |
| 6.  Who's that man? | My friend.  |
| 7.  What's his name? | 
His name is Janos.  |
| 8.  Where is he from? | He's from Hungary.  |
| 9.  Where are we now? | We're in school.  |
| 10.  Why are we here? | We're learning English.  |

1. (Continued)

11. What's this?

It's a pencil.

12. What's that?

It's a window.

13. What's that?

It's a desk.

14. Thank you, Mr. Kovacs.

You're welcome.

II. Rising intonation

2. Repeat the following sentences after the teacher. The voice continues to rise at the end of the sentences in the first column, and rises and then falls at the end of the sentence in the second column.

1. Mr. Kovacs?

1. Yes, Mr. Johnson. What is it?

2. Ready?

2. Just a minute, please.

3. Is this it?

Where's my book?

3. Yes, that's it. Thank you.

4. All right?

4. Yes, Now I'm ready.

5. Is that the page?

5. Yes, it is.

6. Page three?

6. Yes, that's right.

7. Is this lady your friend?

7. Yes, she is.

8. Is she Miss Tabacs?

8. Yes, that's her name.

9. Are you Mr. Kovacs?

9. Yes, I am.

10. Am I Mr. Johnson?

10. Yes, you are.

11. Do you speak English?

11. Not very well.

12. Do I speak Hungarian?

12. No, you don't.

13. Are you students?

13. Yes, we are.

14. Am I a teacher?

14. Yes, you are.

15. Is this a ruler?

15. Yes, it is.

2. (Continued)

16. Is that a door?

17. Isn't it a window?

18. Is this an English class?

19. Are you tired, Mr. Kovacs?

20. Is this hard?

21. Shall we stop for a moment?

22. Shall we stop for a moment?

16. No, it isn't. It's not a door.

17. Yes it is. It's a window.

18. Yes, it is.

19. Yes, a little bit.

20. No, it's not very hard.

21. What did you say?

I don't understand.

Please repeat it.

22. Oh. Thank you. Yes, let's.

UNIT ONE: Lesson Two

GRAMMAR

- I. *Regular plurals*
- II. *Be with plural subjects*
- III. *There is/There are*
- IV. *Numbers*
- V. *How many*
- VI. *This/these That/those*
- VII. *Irregular plurals*

I. *Regular plurals*

1. Repeat after the teacher:

I'm a student. John is a student.

John and I are students. We're students.

John and Elizabeth are students. They're students.

Now use a name of a student in the class.

Singular	Plural
a class a student a Hungarian an exercise	classes students Hungarians exercises
In the plural, use <i>es</i> after <i>s</i> , <i>z</i> , <i>ch</i> , <i>sh</i> , and <i>x</i> . Use <i>s</i> after other letters.	

II. *Be with plural subjects*

2. Listen to the questions and answers:

Are Elizabeth and John students?

Yes, they are.

Are they Hungarians?

Yes, they are.

Are you and Elizabeth students?

Yes, we are.

Are you and John Hungarians?

Yes, we are.

3. Listen to the conversation:

A: Are Elizabeth and John Hungarians?

B: Yes, they are.

A: Are they teachers?

B: No, they aren't.

A: Are you and Elizabeth students?

B: Yes, we are.

A: Are you Americans?

B: No, we aren't.

Repeat Part B while the teacher repeats A. Now repeat Part A while another student repeats Part B.

Singular		Plural	
I	'm	We	} 're
He	} 's	They	
She			
It			
You ' re			
We say <i>He's a student</i> and <i>You're a student</i> . We say <i>They're students</i> and <i>You're students</i> .			

grammar

III. There is/there are

4. Repeat after the teacher:

There's a book on the desk.

There's a pencil on the desk.

There's a pen on the desk.

There's a blackboard in the room.

There's a teacher in the room.

There's a student in the room.

There's a book on the desk. There's a pencil on the desk.	There are books on the desk. There are pencils on the desk.
Use <i>there is</i> before a singular subject and <i>there are</i> before a plural subject.	

5. Repeat the sentences in Exercise 4 and change them to the plural.

6. Change the sentences in Exercise 4 to questions:

There's a book on the desk. Is there a book on the desk?

7. Change the plural sentences in Exercise 5 to questions:

There are books on the desk. Are there books on the desk?

Question				Answer	
V		S			
Is	there	a pencil	on the desk?	Yes, there	is.
Is	there	a book	on the desk?	No, there	isn't.
Are	there	pencils	on the desk?	Yes, there	are.
Are	there	books	on the desk?	No, there	aren't.

IV. Numbers

8. Read and repeat the names of the numbers:

1 (one)	11 (eleven)
2 (two)	12 (twelve)
3 (three)	13 (thirteen)
4 (four)	14 (fourteen)
5 (five)	15 (fifteen)
6 (six)	16 (sixteen)
7 (seven)	17 (seventeen)
8 (eight)	18 (eighteen)
9 (nine)	19 (nineteen)
10 (ten)	20 (twenty)

9. Repeat after the teacher:

There's one desk in the room.
 There are two chairs in the room.
 There are three windows in the room.
 There are four books in the room.

And so on

V. How many

10. Teacher: How many windows are there in the room?
 1st Student: There are three windows in the room.
 Teacher: How many books are there on the desk?
 2nd Student: There are two books on the desk.
 Teacher: How many teachers are there in the room.
 3rd Student: There's one teacher.
 Teacher: How many students are in the room?

And so on

11. 1st Student: How many books are there on the desk?

2nd Student: There are three books on the desk. How many teachers are there in the room?

3rd Student: There's one teacher in the room. How many students are there in the class?

And so on

VI. This/these That/those

written
room

12. Repeat after the teacher:

This is a hand. This is a leg. This is an ear. This is an eye. This is a finger.	These are hands. These are legs. These are ears. These are eyes. These are fingers.
That is a nose. That is a face. That is a chin. That is a head. That is an arm.	Those are noses. Those are faces. Those are chins. Those are heads. Those are arms.
Use <i>this</i> before singular nouns and <i>these</i> before plural nouns. Use <i>that</i> before singular nouns and <i>those</i> before plural nouns.	

VII: *Irregular plurals.*

13. Repeat the following after the teacher:

a tooth a foot a man a woman a child	teeth feet men women children
a person	people

14. Repeat the following after the teacher. Then change to the plural:

This is a foot.
This is a cheek.
This is a man.
This is a woman.
This is a tooth.

These are feet.
And so on

14. (Continued)

That is a person.
That is a student.
That is a head.
That is a hand.
That is a leg.

Those are people.
And so on

15. Repeat after the teacher:

- This is a skirt.
This is a blouse.
This is a sweater.
This is a shirt.

This skirt is black. ✓
This blouse is red.
This sweater is blue.
This shirt is yellow.

That is a suit.
That is a jacket.
That is a tie.
That is a dress.

That suit is brown.
That jacket is gray.
That tie is green.
That dress is pink.

16. Name an article of clothing and give its color:

This is a _____.

This _____ is (color).

17. Name an article of clothing of the person next to you. Give its color:

That is a _____.

That _____ is _____.

18. Repeat the following sentences. Then change them to the plural:

- | | |
|---|----------------------------|
| 1. This student is hungry. | These students are hungry. |
| 2. This man is tired. | And so on |
| 3. This woman is busy. | |
| 4. This lesson is easy. | |
| 5. This man is a ~~Hungarian~~ ^{American} . | |
| 6. This student is a ~~Hungarian~~ ^{American} . | |
| 7. This woman is a teacher. | |
| 8. This man is a teacher. | |

19. Repeat the sentences in Exercise 18 using *that* for *this*. Then change each sentence to the plural:

For example: That student is hungry.
Those students are hungry.

PRONUNCIATION

- I. Regular plurals
- II. Vowels /i, ɪ/
- III. Stress

I. Regular plurals

1. Please repeat the following nouns after the teacher:

bus	brush	church
quiz	garage	bridge

Now repeat these nouns with the plural inflection, the syllable /əz/:

buses	brushes	churches
quizzes	garages	bridges

Practice the same nouns in the singular and plural:

Singular	Plural	Singular	Plural
one bus	two buses	one garage	two garages
one quiz	two quizzes	one church	two churches
one brush	two brushes	one bridge	two bridges
Use /əz/ in the plural after words that end in the sounds /s, z, ʃ, ʒ, tʃ, dʒ/.			

2. Repeat the following nouns after the teacher:

lip	cat	book
roof	bath	clock

Now repeat these nouns with the plural inflection /s/:

lips	cats	books
roofs	baths	clocks

Practice the same nouns in the singular and plural:

Singular	Plural	Singular	Plural
one lip	two lips	one bath	two baths
one roof	two roofs	one book	two books
one cat	two cats	one clock	two clocks
Use /s/ in the plural after words that end in the sounds /p, t, k, f, θ/.			

3. Repeat the following nouns after the teacher:

cab/	road	song	key	toe	tie
wave	son	nail	day	shoe	cow
comb	bag	car	jaw	comma	boy

Now repeat the same nouns with the plural inflection /z/:

cabs
waves
combs, etc.

Practice the same nouns in the singular and plural:

one cab	two cabs
one wave	two waves, etc.

Use /z/ in the plural after words that end in all other sounds.

4. Change these words to plural form:

pencil	pen	boy	teacher	chair	desk
book	American	girl	student	window	wall
notebook	match	Hungarian	purse	blackboard	piece

5. Repeat after the teacher:

Singular	Plural
man /mæn/	men /mɛn/
woman /uːmən/	women /uːrɪmən/
foot /fʊt/	feet /fi:t/
tooth /tuθ/	teeth /ti:θ/
These nouns have irregular forms in plural.	

Repeat after the teacher:

Singular	Plural
shelf /ʃɛlf/	shelves /ʃɛlvz/
wife	wives
knife	knives
thief	thieves
leaf	leaves
mouth /maʊθ/	mouths /maʊðz/
With these nouns the final sound of the singular is voiced and /z/ is added to form the plural.	

6. Repeat each sentence after the teacher:

- | | |
|---|--|
| 1. Is he the only student?
No. There are ten students
in the class. | 2. How many teachers are there?
There's one teacher. |
| 3. Are there some Hungarians
in class?
Yes. All the students are
Hungarians. | 4. How many classes are there?
There are five classes. |
| 5. What are these things?
They're books, pencils,
pens and pieces of paper. | 6. Are there boys in class?
Yes, and girls, too. |
| 7. What's in the classroom?
There are twelve desks, three
windows and a blackboard. | 8. How many pieces of chalk are
there?
There are nine pieces of chalk. |
| 9. How many men are there?
There's only one man. | 10. How many women are there?
There's one woman. |
| 11. How many notebooks are there?
There are two notebooks. | 12. Are the teachers Hungarians?
No, they're Americans |
| 13. Are the students Americans?
No, they're Hungarians. | 14. That's a sharp knife.
These knives are sharper. |

II. Vowels /i/ and /ɪ/

The vowels /i/ and /ɪ/ ("seat" and "sit") are different in two ways:

1. /i/ is higher: that is, the tongue is nearer the top of the mouth. The tongue is almost in the position for the first sound in "yes": "yes", "eat". /ɪ/ is more open, closer to /ɛ/: "sit", "set".
2. /i/ is tense: that is, it is pronounced with effort; the muscles are tight. /ɪ/ is lax: the muscles are relaxed.

7. Repeat these words with the vowel /i/ after the teacher:

sheep	leave	feet	seat	
leap	feel	heel	heat	reach

Now repeat these words with the vowel /ɪ/:

ship	live	fit	sit	
lip	fill	hill	hit	rich

7. (Continued)

Now repeat the following *pairs* after the teacher:

sheep	ship	seat	sit	leave	live
leap	lip	heat	hit	feel	fill
feet	fit	reach	rich	heel	hill

8. Now repeat these sentences:

1. A: Is he busy?
B: Yes, he is.
2. A: This is a big hill.
B: It really is.
3. A: This heat!
B: It's not the heat; it's the humidity.
4. A: Is this easy?
B: No, it isn't. It's difficult.
5. A: You're sitting in my seat.
B: Please excuse me. I'll sit here.
6. A: Where does she live?
B: In Queens.
7. A: It's six o'clock.
B: Let's eat.
8. A: When does the ship leave?
B: At six-fifteen.
9. A: Miss Meany, this is Mr. Smith.
B: I'm pleased to meet you, Mr. Smith.
10. These shoes don't fit.
They're too big for my feet.

III. Stress

The vowel of a stressed syllable is longer than the vowel of an unstressed syllable.

9. These nouns are stressed on the *first* syllable. Repeat them after the teacher.

in'crease
re'cord

pe'rmit
pre'sent

These verbs are stressed on the *second* syllable. Repeat them after the teacher.

in'crease
re'cord, (etc.)

Now repeat the pairs:

in'crease	in'crease
re'cord	re'cord, (etc.)

10. Repeat the following words after your teacher:

heavy	today	understand
very	tonight	afternoon
careful	tomorrow	university
common	prepare	individual
morning	decide	entertain
evening	remain	elementary
general	New York	demonstration

11. Now try these sentences:

1. He's happy today.
2. She's in elementary school in New York.
3. It's very hot today.
4. Please remain here this afternoon.
5. She prepares breakfast every morning.
6. Let's go to the university tonight.
7. I don't understand much English.
8. It's a common mistake.

UNIT TWO: Lesson One

GRAMMAR

- I. Where
- II. Be + ing
- III. Mass/count nouns
- IV. Word order of statement and question

I. Where

Question			Answer
Question Word	V	S	It is on the desk. They are on the desk.
Where Where	is are	the book? the books?	
Use <i>where</i> in questions to find out a place.			

1. Repeat the questions and answers after the teacher:

Where's the pen?	It's on the desk.
Where's the hat?	It's on the chair.
Where's the blackboard?	It's on the wall.
Where's the light?	It's on the ceiling.
Where's the wastebasket?	It's under the desk.
Where's the teacher?	She's in the room.
Where are the students?	They're in the classroom.

2. Answer the following:

Where's the coat?	It's _____.
Where's the notebook?	
Where's the desk?	And so on
Where's the map?	

3. Repeat the question and answer:

Where are the students?	They're _____.
Where are the books?	
Where are the chairs?	And so on
Where are the pencils?	

4. *1st Student:* Where is the pencil?
2nd Student: It's on the desk.
 Where is the notebook?
3rd Student: It's on the chair.
 Where are the students?

And so on

5. Repeat the following conversation after the teacher:

A: Where are we now?
 B: We're in the classroom.
 A: What are we doing now?
 B: We're studying English.
 We're answering questions.
 We're talking to the teacher.

6. Repeat the questions with *you* and answer with *I'm*:
 Where are you now? I'm in the classroom.
 7. Repeat the conversation using *He's*.
 8. Repeat, using *She's*.

II. Be + ing

9. *1st Student:* What am I doing now?
2nd Student: You're asking questions.
 You're speaking English.
 You're talking to the teacher.
 You're listening to the students.

S-	BE V-ing	BE	-S-	V-ing	S BE-NOT-V-ing
I	am eating	am	I	eating	I'm not eating
He (She, It)	is eating	is	he	eating	He isn't eating.
We (You, They)	are eating	are	we	eating	We aren't eating.

10. Repeat the following questions and answers after the teacher:

A: Where are we now?
 B: We're in the dining room.
 A: What are we eating?
 B: We're eating soup.
 A: We're eating bread and butter.

And so on with meat: ham, turkey, pork, beef, chicken
 vegetables: corn, peas, carrots, beets, potatoes
 fruit: oranges, apples, bananas, peaches, pears

III. Mass/count nouns

Count nouns	cup dish piece	cups dishes pieces
Mass nouns	coffee rice bread	

Mass nouns have only one form. We say *Coffee is good.*
Bread is expensive. Sometimes we use a count noun before a mass noun to tell the amount: *He's eating a piece of bread.* *There are two cups of coffee on the table.*

11. Repeat the following sentence using all the count nouns in Exercise 10:

He's eating peas.

And so on

12. Repeat the following sentence using all the mass nouns in Exercise 10:

He's eating ham.

And so on

13. Repeat after the teacher:

A: What are we drinking?

B: We're drinking.....coffee, tea, milk, water, Coca Cola.

And so on

14. Using the list of food in Exercise 10, ask the next student these questions, responding as follows:

A: Are you eating turkey?

B: No, I'm not. I'm not eating turkey.

A: Are you eating pork?

B: No, I'm not. I'm not eating pork.

A: Are you eating beef?

B: No, I'm not. I'm not eating beef.

A: Are you eating chicken?

B: Yes, I am. I'm eating chicken.

15. Think of a vegetable. The other students try to guess it:

2nd Student: Is it a potato?

1st Student: No, it isn't.

3rd Student: Is it a carrot?

And so on until the vegetable is guessed.

16. *2nd Student:* Are you drinking coffee?

1st Student: No, I'm not.

Continue with other beverages.

17. *2nd Student:* Are we drinking coffee?

1st Student: No, we're not.

And so on with *he* and *she*.

<i>a</i> and <i>an</i> are used before a singular noun not mentioned earlier in the conversation.

<i>the</i> is used before mass and count nouns mentioned earlier.

<i>a</i> is used before a consonant and is pronounced /ə/.
--

<i>an</i> is used before a vowel and is pronounced /ən/.
--

<i>the</i> is pronounced /ðə/ before a consonant and /ði/ before a vowel.

Here are some examples: <i>a cigarette, an ashtray, the blue skirt, the orange sweater.</i>

IV. Word order of statement and question

18. Repeat the following sentences. Then change each one to a question:

For example: He's eating. Is he eating?

1. He's listening to the teacher.
2. The teacher is listening to the students.
3. He's asking questions.
4. We're answering questions.
5. We're looking at the teacher.
6. The teacher is looking at the students.
7. She's eating in the dining room.
8. He's eating breakfast.
9. She's eating lunch

18. (Continued)

10. They're eating dinner.
11. You're eating brunch.
12. They're drinking coffee.

19. A: Where are you living, John?
B: In a boarding house.
A: Where are you living, Elizabeth?
B: In a dormitory.
A: Where are you living, George?
B: With a family.
A: Where are you living, Frank?
B: In a hotel.

And so on

20. A: Where's John living?
B: He's living in a boarding house.
A: Where's Elizabeth living?
B: She's living in a dormitory.

And so on

21. *A*: Is John living in a hotel?
B: No, he isn't. He's living in a boarding house.

Continue around the class

- 22. Practice the following conversation with the next student:**

A: Where are you living (name) ?

B: . Where are you living (name) ?

A: _____

23. The teacher does something and tells what he is doing. Then *you* tell him what he is doing:

1. I'm looking at the door. *1st Student:* You're looking at the door.
2. I'm smoking a cigarette.
3. I'm reading a book. And so on
4. I'm smiling at you.
5. I'm laughing at a joke.
6. I'm listening to the radio.
7. I'm watching television.
8. I'm opening a book.
9. I'm looking at a magazine.
10. I'm eating a hamburger.
11. I'm drinking tea.

And so on

23. (Continued)

12. I'm walking to the door.
13. I'm writing on the blackboard.
14. I'm picking up a pencil.
15. I'm pointing at the blackboard.
16. I'm opening the door.
17. I'm closing the door.
18. I'm sitting down.
19. I'm standing up.

24. Change *you're* to *he's*, *she's*, *we're*, *they're*.

25. The teacher asks questions about what he is doing. Answer him:

For example: Am I looking at the door?
 Yes, you are.

 Am I smoking a cigarette?
 No, you aren't.

26. Do something and ask the next student what you are doing:

For example: What am I doing?
 You're opening a book.

And so on

27. Do something. The next student asks his neighbor what you are doing:

For example: *2nd Student:* What is he doing?
 3rd Student: He's looking at a magazine.

And so on

28. *Teacher:* What is John wearing?
 1st Student: He's wearing a brown jacket.
 Teacher: What is Elizabeth wearing?
 2nd Student: She's wearing a white blouse and black skirt.
 Teacher: What are you wearing?
 3rd Student: I'm wearing a blue dress.

29. *1st Student:* Is Sam wearing a blue suit?
 2nd Student: No, he isn't. He's wearing a gray suit.
 Is Elizabeth wearing a white blouse?
 3rd Student: No, she isn't. She's wearing a pink blouse.

And so on

30. Look at the clock the teacher is holding or has drawn on the blackboard. Repeat each statement after the teacher with the other students:
- Teacher:* It's one o'clock.
Class: It's one o'clock.
Teacher: It's two o'clock.
Class: It's two o'clock.
- And so on
31. *Teacher:* Is it two o'clock?
Class: Yes, it is.
1st Student: Is it four o'clock?
2nd Student: Yes, it is.
- And so on
32. *Teacher:* Is it two o'clock?
1st Student: No, it isn't. It's only one.
Teacher: Is it three o'clock?
2nd Student: No, it isn't. It's only two.
Teacher: Is it four o'clock?
3rd Student: No, it isn't. It's only three.
- And so on
33. Repeat the question and answer after the teacher:
- | | |
|------------------|------------------------|
| What time is it? | It's one o'clock. |
| What time is it? | It's two o'clock. |
| What time is it? | It's half past one. |
| What time is it? | It's quarter past one. |
| What time is it? | It's quarter to two. |
34. Set the clock and ask the next student: "What time is it?" The next student answers, sets the clock and asks his neighbor the time.
35. Repeat the questions and answers after the teacher:
- | | |
|--------------------------------|--------------------------------|
| <i>A:</i> What time is it? | <i>A:</i> What time is it? |
| <i>B:</i> It's five past one. | <i>B:</i> It's ten past one. |
| <i>A:</i> What time is it now? | <i>A:</i> What time is it now? |
| <i>B:</i> It's twenty to one. | <i>B:</i> It's ten to one. |
36. Look at the names of the months on the calendar the teacher is holding or has drawn on the blackboard. Repeat them after the teacher.

37. Look at the names of the seasons, and the months in these seasons, the teacher lists on the blackboard. Repeat the name of the season and the months after the teacher with the other students:

A: Winter: December, January, February

B: Spring: March, April, May

And so on

38. Repeat the names of the months from memory:

Teacher: What are the summer months?

1st Student: June, July, August.

And so on

39. Look at the days of the week on the calendar. Repeat them after the teacher.

40. Repeat them after the teacher:

A: Sunday is the first day of the week.

B: Monday is the second day of the week.

And so on

41. Repeat after the teacher:

1 is the first number.	11 is the eleventh number.
2 is the second number.	12 is the twelfth number.
3 is the third number.	13 is the thirteenth number.
4 is the fourth number.	14 is the fourteenth number.
5 is the fifth number.	15 is the fifteenth number.
6 is the sixth number.	16 is the sixteenth number.
7 is the seventh number.	17 is the seventeenth number.
8 is the eighth number.	18 is the eighteenth number.
9 is the ninth number.	19 is the nineteenth number.
10 is the tenth number.	20 is the twentieth number.

42. Answer the teacher's question. Then ask the student next to you another question:

Teacher: Is January the first month?

1st Student: Yes, it is.

1st Student: Is December the tenth month?

2nd Student: No, it isn't.

And so on

43. Repeat this conversation after the teacher:

A: Is your birthday in the spring?

B: No, it isn't. It's in the fall.

A: Is it in September?

B: No, it's in October.

A: Is it on October 4?

B: No, it's on October 3.

in is used with months and seasons: *in May, in the spring.*

on is used with days: *on the fifth of May, on May 5.*

44. Teacher: When is your birthday?

1st Student: It's in the (season) .

And so on

45. Teacher: When is your birthday?

1st Student: It's in (month) .

And so on

46. Teacher: When is your birthday?

1st Student: It's on (month and year) .

And so on

PRONUNCIATION

I. Consonants /n, ŋ, ŋk/

II. Voicing and aspiration

III. Vowels /u, ʊ/

I. Consonants /n, ŋ, ŋk/

/n/ is made with the tip of the tongue touching the gums, not the teeth as in Hungarian.

/ŋ/ is made with the back of the tongue touching the back of the mouth, as for /k/ and /g/.

/ŋk/ begins like /ŋ/ but changes to /k/.

1. Repeat the following words with the sound /n/ after the teacher:

sin
clan

sun
thin

win
tan

ran

1. (Continued)

Repeat the following words with the sound /ŋ/:

sing	sung	sing	rang
clang	thing	tang	

Repeat these words with the sound /ŋk/:

sink	sunk	wink	rank
clank	think	tank	

2. Now repeat some words contrasting /n, ŋ, ŋk/:

sin	sing	sink	thin	thing	think
clan	clang	clank	win	wing	wink
sun	sung	sunk	tan	tang	tank
			ran	rang	rank

3. Repeat these short dialogues after the teacher:

- | | |
|--|--|
| 1. What's that?
It's ink, | 2. What're you doing?
I'm writing with pen and ink. |
| 3. What're you looking for?
Some ink for my pen. | 4. What's that on your finger?
It's a wedding ring. |
| 5. When's breakfast?
In the morning. | 6. Where's breakfast?
In the dining room. |
| 7. When's supper?
In the evening. | 8. Who's that man?
That's Mr. Banner.
He's from Bangor, Maine.
He's a banker. |
| 9. Is that the phone ringing?
This is Irving speaking.
Hello Irving, this is Joan. | 10. What are you bringing to class?
My school thing. |
| 11. What are the students singing?
They're singing Hungarian songs. | |

II. Voicing and aspiration

4. Repeat the following pairs of words after the teacher:

/s/	/z/	/f/	/v/	/θ/	/ð/
seal	zeal	ferry	very	thin	then
sue	zoo	file	vile	thing	these
sip	zip	fine	vine	thank	those
/z, v, ð/ are voiced sounds; /s, f, θ/ are voiceless sounds.					

5. Practice these pairs of words after the teacher:

/p/—/b/	/t/—/d/	/k/—/g/	/tʃ/—/dʒ/
pack back	ten den	cap gap	choke joke
pig big	tin din	coat goat	sheer jeer
pull bull	time dime	come gum	chin gin

/p, t, k, tʃ/ are voiceless. At the beginnings of words they are also *aspirated*: a strong puff of air comes out when you pronounce them. If the teacher holds a piece of paper or a lighted match before his mouth when he says them, you see the paper jump or the match go out. /b, d, g, dʒ/ are voiced and *not aspirated*.

VOICED CONSONANTS	b	d	dʒ	g	v	θ	z	ʃ
VOICELESS CONSONANTS	p	t	tʃ	k	f	ð	s	ʒ

6. Repeat the following pairs of words after the teacher:

/p/—/b/	/t/—/d/	/k/—/g/	/tʃ/—/dʒ/
---------	---------	---------	-----------

cap cab	pat pad	back bag	batch badge
rip rib	kit kid	sack sag	match Madge
rope robe	coat code	Dick dig	rich ridge

/f/—/v/	/θ/—/ð/	/s/—/z/
---------	---------	---------

safe save	ether either	bus buzz
half have		race raise
leaf leave		ice eyes

A vowel is longer before a voiced sound than before a voiceless sound.

7. Repeat these sentences after the teacher:

- A: It's a white road.
B: It's a wide road.
- A: What's the price?
B: What's the prize?
- A: They're in the back.
B: They're in the bag.
- A: A good rope is expensive.
B: A good robe is expensive.
- A: She's always cheering.
B: She's always jeering.
- A: Is that a coat?
B: Is that a goat?
- A: That's a big fine.
B: That's a big vine.
- A: This is the time.
B: This is the dime.
- A: Where's that kit?
B: Where's that kid?
- A: There's a tent in the car.
B: There's a dent in the car.

III. Vowels /u, ʊ/

The vowels /u/ and /ʊ/ (*pool* and *pull*), like /i/ and /ɪ/, are different in two ways:

1. /u/ is higher than /ʊ/.
2. /u/ is tense (the muscles are tight), /ʊ/ is lax.

8. Repeat these words with the vowel /u/ after the teacher:

who	two	shoe	boot	suit	lose
cool	fool	cute	stoop	food	pool

Repeat these words with the vowel /ʊ/:

hook	took	shook	book	put	look
cook	full	foot	stood	good	pull

9. Repeat the following pairs after the teacher:

who	hook	suit	put	pool	pull
two	took	food	good	fool	full
shoe	shook	lose	look	cute	foot
boot	book	cool	cook	stoop	stood

10. Repeat these short dialogues:

1. A: Oh, Sue? Is this book good?
B: Yes, it is. It's a good book.
2. A: Who's that cute girl?
B: That's June, the new girl.
3. A: Let's eat at *Lou's*. The food is good.
B: But *Lou's* is closed on Tuesdays.
4. A: Don't do that.
B: It's foolish.
5. A: Is this the room?
B: No, look in Room Two.
6. A: It's a beautiful day.
B: The sky is blue.
A: It's cool.
B: Too bad there's school today.
7. A: That's a good-looking suit.
B: And these are new shoes.

UNIT TWO: Lesson Two

GRAMMAR

- I. General present (statements, questions, negatives)
- II. Have
- III. General present/ -ing present
- IV. Object pronouns
- V. How much

I. General present (statements, questions, negatives)

1. Repeat the following story after the teacher:

We're students. We study English in class. We practice English every day. We ask questions every day. We listen to the teacher every day. We talk to classmates every day. We speak English every day. We speak Hungarian too.

- 2. Repeat the story with *you*.
- 3. Repeat the story with *they*.
- 4. Repeat the story with *I*.

Every day	Now
I study every day. You study every day. We study every day. They study every day.	I am studying now. You are studying now. We are studying now. They are studying now.
Use the first present tense to talk about <i>every day</i> . Use the second present tense to talk about <i>now</i> .	

5. Repeat each question and answer after the teacher with the other students:

Are we students? Yes, we are.

Do we study English every day? Yes, we do.

Do we learn new words every day? Yes, we do.

Do we ask questions every day? Yes, we do.

Do we listen to the teacher every day? Yes, we do.

Do we talk to classmates every day? Yes, we do.

Do we speak English every day? Yes, we do.

Do we speak Hungarian too? Yes, we do.

6. Repeat the questions and answers with *they*.

7. Repeat the questions and answers with *you* and *I*.

Statement		Question		
S	verb	Do	S	Verb
We	study	Do	we	study?
I	study	Do	I	study?
They	study	Do	they	study?
You	study	Do	you	study?

8. Change these sentences to questions. Begin each sentence with *do*:

For example: They study every day.

Do they study every day?

They go to class every day.

We ask questions every day.

I listen to the teacher every day.

You speak English every day.

They look at the teacher.

They learn new words.

They talk to the students.

You listen to the teacher.

You speak Hungarian.

You speak English too.

We practice pronunciation.

We write English sentences.

You practice sentences.

I listen to the teacher.

They go home after class.

9. Repeat the following story after the teacher:

John is a student. He studies English. He gets up early every morning. He closes the window. He takes a shower. He eats bacon and eggs and toast for breakfast. He drinks orange juice and coffee. He talks to friends. He walks to class. He listens to the teacher. He repeats and repeats and repeats. He practices and practices and practices. He works hard. He learns the sentence patterns.

10. Elizabeth is a student. Repeat the story using *she*. The next student repeats the next sentence, etc.

He, She, It {	learns goes closes gets up explains	I We You They {	learn go close get up explain
There is a special singular verb form for <i>he, she, it</i> . Use the general form of the verb with the other pronoun subjects.			

II. Have

11. Repeat these sentences:

This is a book. It has stories. It has dialogues. It has English words. It tells about students and classes. It tells about Elizabeth and John. It has exercises. It explains English sentences.

He, She, It has	I We You They { have
--------------------	----------------------------------

12. Repeat the following questions and answers:

1st Student:	Does John study English ?	Yes, he does.
2nd Student:	Does Elizabeth study English?	Yes, she does.
And so on	Does John get up early?	Yes, he does.
	Does Elizabeth eat a big breakfast?	Yes, she does.
	Does John learn new words?	Yes, he does.
	Does Elizabeth repeat the sentences?	Yes, she does.
	Do they walk to class?	Yes, they do.
	Do they work hard?	Yes, they do.
	Does the book have stories?	Yes, it does.
	Does it tell about the students?	Yes, it does.
	Does it explain English sentences?	Yes, it does.
	Does it have English words?	Yes, it does.

Does John Study?	Yes, he does.
There is a special singular form (<i>does</i>) for questions with <i>he, she, and it</i> .	

13. Repeat after the teacher:

I'm a teacher. I don't speak Hungarian. I speak English. I don't study English. I teach English. John is a student. He doesn't teach English. He studies it.

14. Answer the questions:

Teacher: Do you speak Hungarian?
1st Student: Yes, I do.
Teacher: Do you speak French?
2nd Student: Yes, I do (or) No, I don't.
Teacher: Tell about the languages you speak.
1st Student: I speak Hungarian and French, but I don't speak Chinese.

And so on

15. Change the following sentences to the negative:

For example: John goes to class. John doesn't go to class.

John likes bacon and eggs.

Elizabeth gets up early on Sunday.

She teaches English.

He speaks Hungarian.

He walks to class.

She learns new words.

It explains the sentences.

He smiles at his friends.

She laughs at jokes.

He writes a letter.

She sits down on a sofa.

He smokes cigarettes.

16. Change the sentences in Exercise 15 to questions.

17. Change the sentences, using *they* as subject.

Change the *they* sentences to negative.

18. Repeat the sentences. Then change the subject to *he*.

For example: They like turkey. He likes turkey.

They watch television.

They listen to the radio.

They eat breakfast.

They go to movies.

They open the window.

They drink milk.

They answer the questions.

They live in the dormitory.

They write books.

They point at the airplanes.

They take showers.

They explain the sentences.

III. General present/ -ing present

19. Repeat each sentence of the conversation after the teacher:

A: What are you doing now?

B: I'm studying English.

A: Do you study every day?

B: Yes, I do. I study every day.

A: What are we doing now?

B: We're practising a conversation.

A: Do you speak English every day?

B: Yes, I do. I speak English with another student every day.

20. Repeat the conversation using *they*.

21. *Teacher:* What are you doing now? (Reply by saying 5 sentences in answer to the question.)

Teacher: What do you do every day? (5 sentences)

22. Use the verbs to complete the following sentences:

practice 1) John _____ verbs now.

read 2) He _____ the newspaper every day.

drink 3) She _____ milk every day for lunch.

sit 4) They _____ in the class room now.

speak 5) We _____ new words every day.

learn 6) We _____ new words every day.

eat 7) We _____ lunch every noon.

stand 8) The teacher _____ behind the desk now

write 9) He _____ on the blackboard now.

walk 10) She _____ to the door now.

The question forms:

General Present (every day)	Ing Form (now)
Do I explain the lesson? Does he explain the lesson?	Am I explaining the lesson? Is he explaining the lesson? Are you explaining the lesson?

The negative forms:

General Present (every day)	Ing Form (now)
I don't explain the lesson. He doesn't explain the lesson.	I'm not explaining the lesson. He isn't explaining the lesson. You aren't explaining the lesson.

23. Change the sentences in Exercise 22 to questions.

24. Change the sentences in Exercise 22 to negatives.

IV. Object pronouns

25. Repeat the following sentences:

1. I see the blackboard. I see it.
2. I see the chairs. I see them.
3. I see Miss (student in class). I see her.
4. I see Mr. (student in class). I see him.
5. I see the students. I see them.

Repeat the following questions:

1. Do you see the teacher? Do you see her?
2. Do I see the students? Do you see them?

And so on

Pronouns	
Subject	Object
I	me
he	him
she	her
we	us
they	them
you	
it	

26. Change the nouns to pronouns: (Do not stress the pronouns.)

1. Do you know JOHN? Do you KNOW him?
2. Do you know ELIZABETH? Do you KNOW her?
3. Do you know the TEACHER? And so on
4. Do you know the LESSON?
5. Do you know the BOOKS?
6. Do you know the STUDENTS?
7. Do you know Mr. SMITH?
8. Do you know Mrs. JONES?

27. *Teacher:* Do you see the book?
1st Student: Yes, I do. I see it.
Teacher: Do you see the chairs?
2nd Student: Yes I do. I see them.

Continue with class room objects, people, articles of clothing, etc.

V. How much

28. *Teacher:* How many books do you see on the desk?
1st Student: I see two.
Teacher: How many pencils do you have?
2nd Student: I have four.
2nd Student: How many fingers do I have?
3rd Student: You have ten.
3rd Student: How many notebooks do I have?

29. Read the answer to the teacher's question:

- Teacher:* How much coffee do you drink every day?
Student: I drink four cups of coffee.
Teacher: How much milk do you drink every day?
Student: I drink three glasses of milk.
Teacher: How much bread do you eat every day?
Student: I eat five slices of bread.
Teacher: How much homework do you have?
Student: I have two exercises.
Teacher: How much chalk do you want?
Student: I want two pieces of chalk.
Teacher: How much soap do you want?
Student: I want two bars of soap.
Teacher: How much cake do you want?
Student: I want a small piece.
Teacher: How much orange juice do you drink?
Student: I drink a glass every morning.
Teacher: How much milk do you buy?
Student: I buy two cartons every day.

Questions asking about quantity				
mass nouns	How much How much How much	rice homework gasoline	do you eat do you have do you buy	every week? every week? every week?
count nouns	How many How many How many	potatoes lessons gallons of gasoline	do you eat do you have do you buy	every week? every week? every week?

30. *1st Student:* How much tea do you drink every day?

2nd Student: I drink three cups.

2nd Student: How much bread do you eat every day?

3rd Student: I eat three slices.

And so on

Adjectives with Mass and Count Nouns				
mass	I drink	a little	coffee	every day.
	I don't drink	much	coffee	every day.
count	I drink	a few	cups of coffee	every day.
	I don't drink	many	cups of coffee	every day.
mass and count	I drink	a lot of	cups of coffee	every day.
	I don't drink	a lot of	cups of coffee	every day.

31. Read the following story:

The Supermarket

It's 10 o'clock in the morning. Elizabeth is at a supermarket. She's walking around the store. She's looking at the shelves. She's putting food in a cart. She's buying a lot of food.

It's 10:10. Now she's at the cashier's desk. She's taking the food out of the cart. She's putting it on the counter. She's taking out some bread. There are two loaves on the counter now. There's butter on the counter. There's a pound of it. There's cheese also. There's a pound of it. There is soup. There are three cans of soup. There are some packages of meat. There's a chicken in one package. There's a steak in another package. And, there's some chopped beef in the third package. There are vegetables in the cart. There's a head of lettuce. There's a bunch of carrots, and there's a pound of peas.

31. (Continued)

It's 10:25. Elizabeth is paying for the groceries now. The clerk is putting them in a large bag. Elizabeth is leaving the store.

32. Read and answer the following questions based on the story, *The Supermarket*:

1. Where is Elizabeth?
2. What is she doing?
3. Where is she looking?
4. What is she putting into a cart?
5. How much food is she buying?
6. How many loaves of bread is she buying?
7. How much butter is she buying?
8. How many pounds of cheese is she buying?
9. How many cans of soup is she buying?
10. How much meat is she buying?
11. How many kinds of meat is she buying?
12. What kind of meat is she buying?
13. How many kinds of vegetables is she buying?
14. What kind of vegetables is she buying?
15. What is the clerk putting into a bag?

PRONUNCIATION

- I. *Third person singular general present*
- II. *Consonants /v, u /*
- III. *Noun phrases and compounds*
- IV. *Vowels /ə, a, ɔ /*

I. *Third person singular*

1. Repeat the following verbs after the teacher:

I pass	they wish	I teach
we rise		you nudge

Repeat these same verbs in the third person singular with the syllable /əz/:

he passes	she wishes	it teaches
he rises		she nudges

The syllable /əz/ is used with verbs that end in the following consonants: /s, z, ʃ, ʒ, tʃ, dʒ/, just as the plural of nouns.

2. Repeat the following verbs after the teacher:

I keep you sit we walk they laugh

Now, repeat these verbs in the third person singular with /s/:

he keeps	she keeps	it keeps
he sits	she sits	it sits
he walks	she walks	it walks
he laughs	she laughs	it laughs

/s/ is used with verbs that end in the consonants /p, t, k, f/, as in the plural of nouns.

3. Repeat the following verbs after the teacher:

I rob	we need	they hug	you see	they chew
we save	they breathe	you sing	I stay	you grow
you comb	I own		you buy	we allow
	you fill		we employ	
	we hear			

Repeat these same verbs with *he*, *she* and *it* and /z/:

/z/ is used with all other verbs, as in the plural of nouns.

4. Repeat these sentences after the teacher:

1. A: I keep my books in my drawer.
B: He keeps his books at home.
2. A: We walk to school every morning.
B: She walks there, too.
3. A: He needs to study more.
B: She does, too.
4. A: She takes the car to work every day.
B: I take the bus.
5. A: We need our pens for school.
B: He needs one, too.
6. A: He combs his hair every morning.
B: He brushes his teeth, too.
7. A: She makes the bed every day.
B: Then she washes the dishes.
8. A: The writer employs a secretary.
B: She takes dictation and types.

4. (Continued)

9. A: The housewife buys food at the market every week.
B: Her husband pays for it.
10. A: The sun rises in the morning.
B: It sets at night.

5. Repeat these sentences after the teacher:

1. A: The student rises every morning.
B: The students rise every morning.
2. A: The teacher helps the students at school.
B: The teachers help the students at school.
3. A: The boy fills his pen with ink each morning.
B: The boys fill their pens with ink each morning.
4. A: The girl walks downtown every evening.
B: The girls walk downtown every evening..
5. A: The man drives to work every morning.
B: The men drive to work every morning.
6. A: A tree grows on my lawn.
It grows on my lawn.
B: Some trees grow on my lawn.
They grow on my lawn.
7. A: The Hungarian student practices his English lesson every day.
B: The Hungarian students practice their English lessons every day.
8. A: The boy listens to the radio every night.
B: The boys listen to the radio every night.
9. A: That car needs some gas.
B: Those cars need some gas.
10. A: This tooth hurts me.
B: These teeth hurt me.

II. Consonants / v, u /

/v/ is made with the upper teeth on the lower lip.
The consonant /u/ is made with the lips rounded and protruded as for the vowel /u/.

6. Repeat the following words after the teacher:

"V"	Vic	vein	vile
vow	vase	veal	vest
vet	vine	veil	invite

Repeat these words:

we	wick	wave	while
wow	ways	we'll	west
wet	wine	whale	in white

7. Repeat these sentences after the teacher:

1. Wanda and Vic are visiting today.
2. They're visiting an old friend, Mr. White.
3. He says to Wanda and Vic:
4. "What would you like to drink?"
5. "Would you like some wine?"
6. Wanda replies:
7. "We'll take some white wine, please."
8. "Yes, thank you," says Vic.
9. "Very well," says Mr. White.

III. Noun phrases and compounds

Adjective-noun phrases like *the next room, a new watch*, have two stresses.

Compound nouns like *the dining room, a pocket watch*, have one stress.

8. Repeat these sentences after the teacher:

- | | |
|--|--|
| 1. A: What's that big book?
B: It's a cookbook. | 6. A: Who's that young boy on the bike?
B: That's Tom, the paper boy. |
| 2. A: I have a pocket watch.
B: Show me your new watch. | 7. A: I need fifty stamps.
B: Six cent airmail stamps. |
| 3. A: He's in the next room.
B: It's the dining room. | 8. A: My shoelace is broken.
B: Buy some strong laces. |
| 4. A: This coffee cup is large.
B: It holds two cups. | 9. A: This game is exciting.
B: I don't like ball games. |
| 5. A: He's a clever man.
B: And a good businessman. | 10. A: These taxi drivers!
B: He's some driver! |

8. (Continued)

11. A: This télévision set is terrible.

B: We need a *néw* *set*.

12. A: He has *mañy* *tróubles*.

B: Mostly *móney* troubles.

13. A: What's that *béautiful* house?

B: The new *apártment* house.

14. A: A *brówn* *coát's* been lost.

B: Anybody seen a *tópcoat*?

IV. Vowels /ə, ʌ, ɔ /

- 1) For the vowel /ə/, as in *cup* or *sofa*, the tongue is in the middle of the mouth. For this sound, the mouth is open just a little bit and all muscles are relaxed.
- 2) For the vowel /ʌ/, as in *father*, the tongue is pulled farther back than for /ə/. The jaw is lower.
- 3) For /ɔ/, the tongue is a little higher than for /ʌ/ and the lips are rounded.

9. Repeat the following words containing the vowel /ə/ after the teacher:

cup	bug	rough	fun
shut	rug	shove	one
luck	hug	above	young
rub	cuff	some	cover

10. Repeat the following pairs of words contrasting /ə/ and /ʌ/:

cut	cot	luck	lock	some	psalm
shut	shot	suck	sock	one	wan
putt	pot	come	calm	wonder	wander

11. Now repeat the following pairs contrasting /ə/ and /ɔ/:

cut	caught	cuff	cough
but	bought	pun	pawn
nut	naught	lung	long
bus	boss	sung	song

12. Repeat each sentence after the teacher:

1. A: Please shut the door, Pauline.

B: But it's much too hot in here.

A: Shut the door and open the window.

2. (Continued)

2. A: Are we having codfish for supper?
B: No, not until Sunday.
3. A: What are you doing Monday, August second?
B: I'm going to Kentucky.
4. A: I want some money, John.
B: What do you want it for?
For some gloves.
5. A: Let's talk about my problem Monday.
B: All right. Come at one o'clock.
6. A: Do you want one or two lumps of sugar in your coffee?
B: Just one is enough.
7. A: Maude is cutting cloth for a new scarf.
B: What color is the cloth?
A: Orange.
8. A: Look at Walter and Wanda.
B: They're walking arm in arm.

UNIT TWO: Lesson Three

GRAMMAR

- I. *Frequency words*
- II. *Question-word questions*
- III. *Subject-position questions*
- IV. *Request/command sentences*
- V. *Indirect object patterns*

I. *Frequency words*

1. Repeat with the teacher and then with the next student. Then change parts:
A: What is John drinking?
B: He's drinking coffee.
A: Does he *always* drink coffee at ten o'clock?
B: Yes, he usually does.
2. Change *coffee* to *milk, tea, coca-cola*. Continue with the next student.
3. Repeat with the teacher and then with the next student:
A: Where is Elizabeth going?
B: She's going to class.
A: Does she *usually* go to class in the morning?
B: No, she doesn't. She *usually* goes to class in the afternoon.
4. Change *to class* to *to the office, downtown, to the movies, home*. Practice in pairs.
5. Repeat after the teacher:

She <i>usually</i>	{	gets up at 7:00. has breakfast at 8:00. goes to class at 9:00. practices English every day. pronounces English every day. goes home for dinner. goes to bed at 10:30.
--------------------	---	---

5. (Continued)

Repeat with *always*.

Repeat with *often*.

Repeat with *he*.

Repeat with *I* and change the form of the verb.

6. Repeat after the teacher:

We never	{	get up at 7:00 on Sunday.
		have breakfast before 6:00 a.m.
		go to class on Sunday.
		drink coca-cola for breakfast.
		eat cake for breakfast.
		walk ten miles after dinner.
		dance in the classroom.

Repeat with *seldom*.

Repeat with *he* or *she*, and change the form of the verb.

7. Repeat after the teacher:

1. Do you always get up early? Yes, I always do.
2. Do you always study your lessons? Yes, I always do.
3. Do you usually walk to class? Yes, I usually do.
4. Do you usually have coffee for breakfast? Yes, I usually do.
5. Do you ever go to the movies before breakfast? No, I never do.
6. Do you often read a newspaper? Yes, I often do.
7. Do you ever speak Hungarian after class? Yes, I often do.
8. Do you often go to the movies? Yes, I often do.

8. Practice Exercise 7 with *he* and *she*.

	S		Frequency Word	V
Statement		You	always usually often never	study
Question	Do	you	always usually often ever	study?
Use <i>never</i> in statements. Use <i>ever</i> in questions.				

9. Add *always* to the following sentences:

1. I study at night.
2. I speak English in class.
3. He gets up at 7:00.
4. She goes to class at 9:00.
5. We watch television at night.
6. You listen to the radio in the morning.
7. You write letters on Saturday.
8. He speaks English.
9. She reads magazines.

10. Repeat using *often*.

11. Repeat using *usually*.

12. Repeat after the teacher:

I'm a student. I work hard. I'm always busy. John is a student too. He's often sleepy in class. He's usually hungry too.

We're studying English. We always listen to the teacher. We always repeat the sentences. We're always busy. We're usually tired after class.

They	are	always busy.
They		always study.
The frequency word comes after <i>be</i> but before other verbs.		

13. Repeat the sentences. Then add *never*:

1. I'm tired.
2. He's hungry.
3. The lesson is easy.
4. It's difficult.
5. We go downtown on Sunday.
6. They're busy.
7. We're thirsty.
8. You eat dinner at home.
9. The pencils are sharp.
10. The children go to the movies.
11. The men work hard.
12. The women cook good meals.

14. Repeat the following sentences. Then add the frequency word:

For example: I'm tired. (never)
I'm never tired.

1. She's happy. (usually)
2. Are they hungry? (always)
3. We aren't busy. (often)
4. The man works five days a week. (always)
5. Does he work at night? (ever)
6. He doesn't work at night. (often)
7. We played tennis in the winter. (never)
8. We didn't go to bed early. (usually)
9. Do you go to the zoo? (ever)
10. She isn't at home. (usually)
11. Do you ask a question in French? (ever)
12. That nice woman in the store waits on us. (usually)
13. Three men wait for a bus on this corner. (often)
14. The bus doesn't arrive on time. (often)
15. Do you wait for buses here? (ever)

II. Question-word questions

15. Repeat the following questions and answers after the teacher:

Where What	Is is is	Elizabeth Elizabeth Elizabeth	reading now? reading now ? reading ?	Yes, she is. In the library. A good book.
Where When What	Does does does does	George George he he	study? study? study? study?	Yes, he does. At home. At night. English.
Where When What	do do do	you you you	eat? eat? eat?	In the cafeteria. At noon. A sandwich and a cup of coffee.

16. Make question word questions of these sentences:

For example: Mary eats. (where) Where does Mary eat?
She's eating. (what) What does Mary eat?

John reads. (when)
Mary buys groceries. (where)
We tell them. (what)
They laugh. (when)

16. (Continued)

They sing. (what)
 We're practicing. (what)
 They're meeting us. (where)
 He's going. (when)
 They're walking. (where)
 She's studying. (what)

17. Read the following story:

(1) John gets up at seven every morning. (2) He puts a pot of coffee on the stove. (3) He drinks two cups of coffee. (4) Then he shaves and takes a shower. (5) Next he dresses. (6) He turns on the radio at seven-thirty. (7) He always listens to the news and weather reports. (8) Then he puts on his overcoat. (9) He leaves the apartment and locks the door. (10) He buys a newspaper on the corner. (11) Then he takes the bus to work. (12) He reads the paper on the bus. (13) He arrives at work at nine.

18. Ask the next student a question about sentence (1) in Exercise 17. He will answer and ask the next student about sentence (2), and so on:

For example: *1st Student:* What time does John get up?
2nd Student: At seven.
2nd Student: How much coffee does he put on the stove?
3rd Student: A pot.

19. Repeat after the teacher, Then read Part A while the next student reads Part B:

A: Who's that man?
 B: He's a neighbor.
 A: Where does he work?
 B: He works in an office.
 A: Who does he work for?
 B: I don't know.

Question Word	Verb	Subject Word	Verb
Who	is	that man?	
Where	does	he	work?
Who(m)	does	he	work for?
Who frequently replaces the objective form <i>whom</i> in spoken questions.			

III. Subject-position questions

20. Repeat the conversation as in #19:

A: Who works in that office?

B: A friend.

A: Who works with him?

B: A secretary does.

A: Who(m) do they work for?

B: They work for a man in California.

Who(m) is	John is meeting a friend for lunch. Who is meeting a friend for lunch? John meeting for lunch?	John is. A friend.
Who(m) does	John meets Tom every day. Who meets Tom every day? John meet every day?	John does. Tom.
Who, which, what in subject position make a statement into a question. The answer is always in subject position too.		

21. Change the following statements to subject-position questions:

1. A secretary works for us.
2. A friend often visits me.
3. The mail usually arrives at nine.
4. The telephone is always busy.
5. The student works hard.

22. Change the following statements to question word questions with who(m):

1. They often see *Mary*.
2. They are waiting for *her* now.
3. They usually eat lunch with *her*.
4. They are talking to *her* now.
5. She is laughing at *them*.

23. Change the following underlined words to who/who(m). Then answer the questions:

For example: *John* is sitting in the classroom.
 Who is sitting in the classroom? John is.
 John takes *a friend* to class.
 Who(m) does John take to class? A friend.

1. We telephone *John* every day.
2. *Mary* is driving the woman to the office.

23. (Continued)

3. *James* usually writes her every Monday.
4. They're taking *James* to the party.
5. A *student* meets us every week.
6. They always see *Elizabeth* at school.
7. She is asking *the teacher* a question.
8. They like *James* a great deal.
9. *John* is reading in the library.
10. We are calling *Mary* now.

24. Read the following:

Some people like a vacation during the summer. Other people prefer a winter vacation.

Mary likes a winter vacation. She enjoys winter sports. She likes skiing and skating. She likes the cold air and the snow. She usually goes to the mountains. She sometimes goes to Canada.

Joan likes a winter vacation also. She prefers to go south. She likes a warm climate. She likes to swim in the ocean. She enjoys sitting on the beach. She usually goes to Florida. She sometimes goes to Bermuda.

Americans like to travel. They go north, east, south, and west. They travel in the winter, in the summer, in the spring, and in the fall. They travel with friends and families. They travel alone. They enjoy vacations.

25. Ask questions about the story:

- For example:
- | | |
|---------------------|----------------------------|
| <i>1st Student:</i> | Who enjoys winter sports? |
| <i>2nd Student:</i> | Mary does. |
| <i>2nd Student:</i> | Where does she usually go? |
| <i>3rd Student:</i> | To a cold climate. |

26. Ask questions about vacations:

- For example:
- | | |
|---------------------|--|
| <i>1st Student:</i> | When do you prefer a vacation? |
| <i>2nd Student:</i> | In summer. |
| <i>2nd Student:</i> | When do most Hungarians prefer a vacation? |

27. Repeat these sentences:

- A: I usually study English in my room at night.
B: Where do you usually study?
A: In my room.
B: When do you usually study?
A: At night.

27. (Continued)

A: What do you usually study?

B: English.

S	Frequency Word	V			
I We The class	usually often	study go studies	English English	in my room to class	at night. on Monday. everyday.
The word order is: subject word, frequency word, verb, object, place, time.					

28. Repeat these sentences after the teacher. Ask *what* questions about each sentence. Answer the question:

For example: They often eat breakfast.
What do they often eat?
Breakfast.

1. They usually eat lunch.
2. They often eat dinner.
3. They always eat supper.
4. They usually drink tea.
5. They always drink coffee.
6. They often drink milk.
7. They sometimes eat steak.
8. They seldom eat fish.
9. They always eat potatoes.

29. Ask *when* questions about the sentences in Exercise 28. Answer the questions:

For example: When do they often eat breakfast?
In the morning.

30. Ask *where* questions about the answers in Exercise 29:

For example: Where do they usually eat breakfast in the morning?
At home.

31. Tell about something you like to do. Follow this pattern:

- 1st Student: We sing songs.
2nd Student: We sing songs/at home.
3rd Student: We sing songs/at home/every night.
4th Student: He eats breakfast.
5th Student: He eats breakfast at home.
6th Student: He eats breakfast at home every morning.

And so on

IV. Request/command sentences

32. Read the following story-conversation aloud:

John is sick. He is in bed. He has a fever and a cold. He is restless. He asks his mother for many things.

John: I'm thirsty. Please bring me a glass of water.

Mother: Certainly. Here's the water and the fever medicine.

John: Please take the medicine first. Then drink the water.

John: All right. (He takes the medicine and drinks the water.)
I feel better. I want a magazine. Please bring me a magazine with pictures in it.

Mother: All right. Here are two magazines and a newspaper. Be a good boy now.

John: (An hour later.) I'm hungry. Please bring me a hamburger and some potato chips.

Mother: Now, John, don't be silly. No hamburgers, no potato chips. You have a fever. Here's some tea. Drink it and go to sleep.

33. Repeat the question and ask the next student to answer it:

1. How is John?
2. Where is John?
3. Does he have pneumonia?
4. Does he have a broken leg?
5. What does he have?
6. Is he quiet?
7. What does he ask his mother for?
8. What does she bring him?
9. What does she tell him to do?
10. What does John say to her?
11. What does he ask her for after his medicine?
12. What does she bring him?
13. What food does he ask for?
14. What food does he get?
15. What does his mother say to him about the food?
16. What does she say to him about sleep?

Please	study read answer repeat	the lesson. the story. the question. the sentence.	Please don't	ask for hamburgers. be restless. get out of bed. forget the medicine.
Use the simple form of the verb after <i>please</i> ; and after <i>please don't</i> .				

34. Ask the student next to you to:

1. Please stand up.
2. Please sit down.
3. Please pick up the pencil.
4. Please erase the blackboard.
5. Please put the pencil on the desk.
6. Please look at the clock.
7. Please tell me the time.
9. Please close the door.
10. Please go to the window.

35. Repeat the requests in Exercise 34 and change them to "don't" sentences.

36. Repeat the following conversation:

A: May I ask you a question?

B: Of course. What is it?

A: How old are you?

B: I never tell my age.

A: Please excuse me. Will you forgive me?

B: Of course. Let's forget this conversation. Let's go to the movies.

Let's	go	to the movies.	Let's	not	go	tonight.
Let's	eat	at that restaurant.	Let's	not	eat	there.
		May I	ask	a question?		
		May I	have	the salt?		
<i>Let's</i> is a request form which includes the speaker and the listener(s). <i>May I</i> is a request form which includes only the speaker.						

37. Repeat after the teacher:

1. Please give me a glass of water.
a cup of coffee.
a piece of pie.
a piece of cake.
a dish of ice cream.
2. Please bring me a magazine.
a book.
a newspaper.
3. Please send me a postcard.
a telegram.
a cable.
a letter.

37. (Continued)

4. Please tell me a story.
a joke.
the time.
the truth.
5. Please pass me the salt.
the pepper.
6. Please buy me some flowers.
some cigarettes.
some candy.
7. Please make me a chocolate cake.
a red wool sweater.
a pair of socks.
8. Please get me the morning paper.
a package of cigarettes.
a time table.

V. *Indirect object patterns*

38. Repeat these sentences:

Please bring	a glass of water	to me.	Please bring	me	a glass of water.
Please give	a piece of cake	to	Please give	me	a piece of cake.
Please send	a telegram	to me.	Please send	me	a telegram.
Please tell	a joke	to me.	Please tell	me	a joke.
Please pass	the salt	to me.	Please pass	me	the salt.
Please buy	some cigar- ettes	for me.	Please buy	me	some cigar- ettes.
Please make	a red wool sweater	for me.	Please make	me	a red wool sweater.
Please get	the morning paper	for me.	Please get	me	the morning paper.

After these verbs use either (a) the direct object followed by *to/ for* and the indirect object; or (b) the indirect object followed by the direct object. The direct object receives the action; the indirect object has the action done *to* or *for* it.

39. Repeat the sentences in Exercise 38. Say them again and change the word order:

For example: Please bring me a glass of water.
Please bring a glass of water to me.

40. Repeat the following questions and requests and answer them:

1. When do you say "Good morning"?
2. When do you say "How do you do?"
3. What do you say at night?
4. What do you say on a cold day?
5. What do you say on a very hot day?
6. What do you say to the teacher everyday?
8. What do you say to the students in this class?
9. Please tell me the time.
10. Please tell me the day of the week.
11. Please tell me your name.
12. Please tell me your address.
13. Please tell me your birthday.
14. Please tell me the name of this flower.
15. Please tell me the color of this shirt.

41. Repeat the following conversation:

A: May I ask you something?

B: Certainly. What is it?

A: Please explain baseball to me.

B: Oh, don't ask me that! I don't know anything about baseball.

You always	say explain announce		something	to somebody.
You always	ask	somebody	something.	
You	tell <i>or</i>	somebody	something.	
You	tell		something	to somebody.

42. Repeat the following sentences:

1. He always says "good morning" to us.
He always says "hello" to us.
He always says "goodbye" to us.
2. We never explain new words to him.
We never explain new sentences to him.
We never explain new lessons to him.
3. The teacher announces extra work to us.
The teacher announces an assignment to us.
The teacher announces a holiday to us.

42. (Continued)

4. The class asks the teacher a question.

The class asks the teacher a word.

The class asks the teacher a meaning.

The class asks the teacher for an answer.

for an explanation.

for help.

43. Change the sentences in Exercise 42 to questions. Use *ever* for the frequency word. Answer with frequency words:

For example: Does he ever say "how are you" to us?

Yes, he always does.

44. Review all the verbs in Exercise 37-43. Repeat the following sentences and complete them by adding the words in parenthesis:

For example: Please bring a pencil. (him) Please bring him a pencil.

1. Please pass the salt. (to him)
2. Please buy some cigarettes. (him)
3. Please don't give the ticket. (to him)
4. Please announce a field trip. (to him)
5. Please write a letter son. (him)
6. Let's say goodbye. (to him)
7. Let's explain these words. (to him)
8. Let's tell the truth. (him)
9. Let's make a cake. (for him)
10. We never send presents. (to him)
11. We never lend money. (him)
12. They usually tell the news. (him)
13. She often explains new words. (to him)
14. We always ask questions. (him)
15. You usually say "hello." (to him)

PRONUNCIATION

- I. Tag questions
- II. Comprehension

I. Tag questions

STATEMENT	TAG QUESTION	EXPECTED ANSWER
He's here ,	<u>isn't he</u> ↘	Yes, he is.
He doesn't dance ,	<u>does he</u> ↘	No, he doesn't.
He's here ,	<u>isn't he</u> ↗	Yes, he is. No, he isn't
He doesn't dance ,	<u>does he</u> ↗	Yes, he does. No, he doesn't.
When a tag question is pronounced with a falling intonation it means the speaker believes the statement is true. When a tag question is pronounced with a rising intonation, the speaker is not sure the statement is true. (When the statement verb is affirmative, the tag question is negative, and vice versa.)		

1. Repeat each sentence after the teacher as if you are sure the statement is true. Then give the expected answer. Then repeat the sentences as if you are *not* sure of the answer. Then give either answer.

For example: He works in the office, doesn't he ↘ Yes, he does.

He works in the office, doesn't he ↗ Yes, he does. *or*
No, he doesn't.

1. A: He's here, isn't he.
B: He isn't here, is he.
2. A: She's busy, isn't she.
B: She isn't busy, is she.
3. A: It's three o'clock, isn't it.
B: It isn't three o'clock, is it.
4. A: He is sitting at the next table, isn't he.
B: He isn't sitting at the next table, is he.
5. A: They're studying in the next room, aren't they.
B: They aren't studying in the next room, are they.
6. A: Bob, you're waiting for me, aren't you.
B: Bob, you aren't waiting for me, are you.

1. (Continued)

7. A: Joe works in the store, doesn't he.
B: Joe doesn't work in the store, does he.
8. A: You often eat in the restaurant, don't you.
B: You don't often eat in the restaurant, do you.
9. A: You know how to dance, don't you.
B: You don't know how to dance, do you.
10. A: Jack plays the piano very well, doesn't he.
B: Jack doesn't play the piano very well, does he.
11. A: You really prefer Manhattans to Martinis, don't you.
B: You don't really prefer Manhattans to Martinis, do you.
12. A: Phyllis takes the bus to work every day, doesn't she.
B: Phyllis doesn't take the bus to work every day, does she.

II. *Comprehension*

2. Close your book and listen carefully as the teacher reads the following passage to you. Then he will ask the questions which follow and perhaps others.

A Policeman

Mr. Moore is a policeman. He directs traffic near Public School Number 17. When he puts up his hand, all the cars stop and the children cross the street. The children like Mr. Moore very much. They call him by his first name, Larry. He likes them, too.

Do you see Mr. Moore over there? He is talking to one of the teachers. He is asking the teacher a question about a new pupil. The teacher is listening to Mr. Moore's question.

- Questions:*
1. What is the policeman's name?
 2. What does he direct?
 3. When do the cars stop?
 4. What do the children do then?
 5. Do the children like Mr. Moore?
 6. What do they call him?
 7. Who is he talking to?
 8. What is he talking about?
 9. What is the teacher doing?
 10. What is the title of the story?

3. Read the above passage after the teacher.

UNIT THREE: Lesson One

GRAMMAR

I. The Possessive

II. Comparisons of adjectives and adverbs

I. The Possessive

1. Repeat:

Going to a Party

Elizabeth: John, you're very well dressed today.

John: Thank you, Elizabeth. I'm going to a party tonight.

Elizabeth: That's a beautiful red necktie!

John: I'm glad you like it. It's my brother's tie.

Elizabeth: That's a good-looking gray overcoat.

John: Thank you. It's my father's.

My father is wearing my overcoat today.

Elizabeth: I like your gray hat. Is it yours or is it your father's or is it your brother's?

John: It's mine. I bought it at a store, last week.

2. Repeat the questions and answer them:

1. Where is John going?
2. What color is his necktie?
3. Whose tie is he wearing?
4. What color is his overcoat?
5. Whose overcoat is he wearing?
6. What color is his hat?
7. Whose hat is he wearing?
8. When did he buy his hat?
9. Where did he buy his hat?
10. How does John look?

Whose	hat pen brief case	is that?
Use the question <i>whose</i> to find out ownership.		

3. Repeat after the teacher:

1. This pencil belongs to me. It's my pencil. It's mine.
2. This pencil belongs to you. It's your pencil. It's yours.
3. This pencil belongs to him. It's his pencil. It's his.
4. This pencil belongs to her. It's her pencil. It's hers.
5. These books belong to us. They're our books. They're ours.
6. Those books belong to you. They're your books. They're yours.
7. These books belong to them. They're their books. They're theirs.

4. Repeat after the teacher, who touches or points to the objects:

I have a book. It's my book.
You have a book. It's your book.
He has a book. It's his book.
She has a book. It's her book.
We have books. They're our books.
You have books. They're your books.
They have books. They're their books.

5. Repeat with the other students:

I have a pen. It's my pen.
I have an eraser. It's my eraser.
I have a pencil. It's my pencil.
I have a notebook. It's my notebook.
I have a desk. It's my desk.

Repeat, pointing to or holding up an object belonging to you. The next student will do the same, and so on.

6. Repeat the exercise above with: *his/her*
your
our
their

Examples: John has a pen. It's his pen.
 Elizabeth has a pen. It's her pen.
 You have pens. They're your pens.
 We have pens. They're our pens.
 James and Mary have pens. They're their pens.

7. Answer the questions:

Teacher: Whose coat is this?
1st Student: It's John's. It's his.
Teacher: Whose watch is this?
2nd Student: It's Mary's. It's hers.

And so on, with *mine, yours, ours, theirs*

8. Repeat and continue the following:

He has a car. It's his car. It's his. It belongs to him.

(Change *he* to *I, you, Elizabeth, John, we, they*)

We have clothes. They're our clothes. They're ours. They belong to us.

(Change *we* to *you, they, I, he, she, my father, my mother, my parents, they*)

9. Repeat after the teacher:

James is at a party at a friend's house. His friend's name is John Barton. There are some other guests in the Barton's living room. John's sister is talking to her husband. John's mother is giving Frank some coffee and cake. John's father is showing another guest the house. The other guests are listening to music. They are listening to the music of Mozart.

10. Answer these questions:

1. Where is the party?
2. What is his friend's name?
3. Who is John's sister talking to?
4. Who is giving James coffee and cake?
5. Who is showing another guest the house?
6. Whose music are the other guests listening to?

a man's	hat	men's	hats
a woman's	hat	women's	hats
the student's	hat	student's	hats

He's the President It's on the second floor The cover	of the United States. of the building. of the book	is red.
Use <i>of</i> with inanimate objects to show possession.		

11. Say something about the following objects.

Use words like *large, small, expensive, interesting, red, white, blue, green, difficult, easy, hard, soft*.

For example: My friend's home. My friend's home is large.

- | | |
|----------------------|-------------------------|
| 1. My friend's home. | 5. The child's toys. |
| 2. A friend's job. | 6. The children's toys. |
| 3. Women's hats. | 7. Mozart's music. |
| 4. Men's clothing. | 8. Frank's car. |

11. (Continued)

- | | |
|------------------------------|--------------------------------|
| 9. John's class. | 13. The color of the building. |
| 10. Elizabeth's lesson. | 14. The arm of the chair. |
| 11. The cover of the book. | 15. The top of the desk. |
| 12. The music of the violin. | |

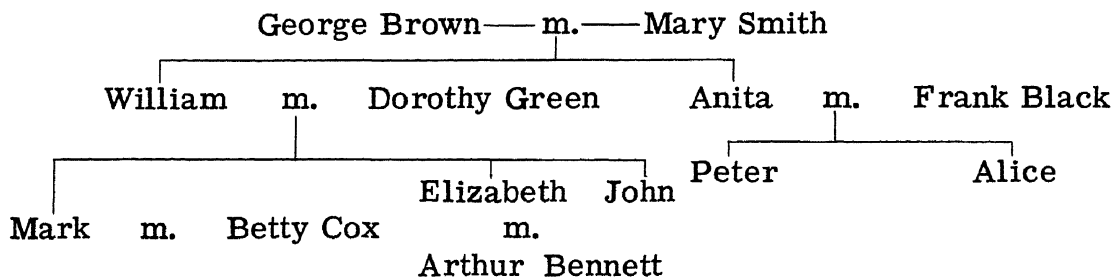
12. Change the following sentences as in the examples:

For example: I'm going to the home of a friend.
I'm going to a friend's home.

The pen belongs to John. It's John's pen.

- | | |
|------------------------------|------------------------------------|
| 1. This house belongs to us. | 6. This sweater belongs to Mary. |
| 2. He's a friend of John's. | 7. This car belongs to the Smiths. |
| 3. He's a friend of yours. | 8. This house belongs to them. |
| 4. She's a friend of theirs. | 9. These coats belong to you. |
| 5. He's a friend of mine. | 10. The piano belongs to Joan. |

13. Here is a part of John's family tree. Study it. "m" means "married."



Repeat after the teacher:

John's *grandfather* is George Brown. John's *grandmother* is Mary. John's grandfather has a *son* and a *daughter*, William and Anita. William is John's *father* and Dorothy is John's *mother*. They're his parents. Anita is John's *aunt* and Frank is his *uncle*. Peter and Alice are John's *cousins*. Arthur is the *husband* of John's sister. Arthur is John's *brother-in-law*. Betty is John's *brother's* wife. She is John's *sister-in-law*. Alice is William's and Dorothy's *niece* and Peter is their *nephew*. John is George's and Mary's *grandson*.

14. Complete the sentences:

For example: William is George's son.

- | | |
|----------------------------|----------------------------------|
| 1. Mark is Mary's _____. | 6. Anita is Elizabeth's _____. |
| 2. Peter is Mark's _____. | 7. Dorothy is Elizabeth's _____. |
| 3. Alice is Frank's _____. | 8. George is Alice's _____. |
| 4. Arthur is Mark's _____. | 9. Betty is Elizabeth's _____. |
| 5. Mary is George's _____. | 10. Mary is Peter's _____. |

15. Complete the sentences:

For example: My father's father is my grandfather.

- | | |
|--------------------------------------|---|
| 1. My mother's father is my _____. | 7. My brother's wife is my _____. |
| 2. My sister's daughter is my _____. | 8. My aunt's husband is my _____. |
| 3. My brother's son is my _____. | 9. My uncle's wife is my _____. |
| 4. My father's mother is my _____. | 10. My uncle's and aunt's daughter is my _____. |
| 5. My aunt's son is my _____. | 11. My grandfather's grandson is my _____. |
| 6. My sister's husband is my _____. | 12. My father's wife is my _____. |

16. In the above sentences, change *my* to *his*, *her*.

17. What are some of the names in your family?

For example: My mother's name is Katherine.

II. Comparisons of adjectives and adverbs

A bus	is	fast.	
A train	is	faster	than a bus.
A plane	is	the fastest	of the three.
Philadelphia	is	big.	
Chicago	is	bigger	than Philadelphia.
New York	is	the biggest	of the three.
John	is	young.	(He's twelve years old.)
Tom	is	younger than John.	(He's eleven.)
George	is	the youngest.	(He's nine.)
Bill	is	as young as John.	(He's twelve.)

18. Read the following:

George Brown is seventy years old. He's the oldest member of the family. His wife Mary is younger than he is. She's sixty-five years old. She looks much younger than that. They have a son and a daughter, William and Anita. William is older than Anita. He's forty-five and she's forty. Anita and Frank have two children, Peter and Alice. Peter is younger than Alice but he is as tall as she is. He's twelve and she's

18. (Continued)

fourteen. Alice is pretty. She's the prettiest girl in her class. And Peter is very smart. He's much smarter than most children his age. He seems older than he is.

George Brown is very tall. He's over six feet tall. But his son William is even taller than he is. William and his wife Dorothy have three children: Mark, Elizabeth, and John. Elizabeth is the youngest of the three. Mark is taller than John and he is also thinner. John is shorter but he looks stronger. Mark is a good student but John is a better student than Mark. Elizabeth, however, is the best student in the family.

Answer the following:

1. How old is George Brown?
2. Is he younger or older than his wife?
3. How many children do George and Mary Brown have?
4. Who is younger?
5. How many children do Anita and Frank have?
6. How old are they?
7. What do you know about Alice?
8. Who is Peter's grandfather?
9. Is George's son taller or shorter than he is?
10. Who is William's wife?
11. Who is Alice's uncle?
12. What do you know about Mark?
13. Is Elizabeth older than John?
14. Who is the best student in the family?
15. What do you know about John?

19. Ask the next student about the story. He will ask the student next to him.

good	better	the best
bad	worse	the worst
much } many }	more	the most
little	less	the least

Adjectives of two or more syllables

beautiful	more beautiful	the most beautiful
difficult	more difficult	the most difficult

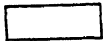
There are exceptions like *pretty*, *yellow* and *clever*.

20. Complete the following sentences:

1. Dorothy is a beautiful girl.
She is _____ than her sister.
She is _____ girl in her class.
2. John is an intelligent boy.
He is _____ than Frank.
He is _____ boy in our school.
3. This is a bad movie
It's _____ than the first movie.
It's _____ movie on Broadway.
4. This exercise is difficult but it is _____ than the last exercise.
In fact it's _____ exercise in the book.

21. Make your own sentences using the sentence patterns in Exercise 20.
Refer to people and objects around you.

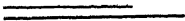
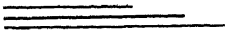
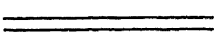
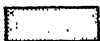
22. Repeat: This is a square: 
- This is a rectangle: 
- This is a triangle: 
- This is a circle: 
- This is a line: _____

23. What is this? _____ It's a line.
- What is this?  It's a _____.
- What is this?  It's a _____.
- What is this?  It's a _____.
- What is this?  It's a _____.

24. Compare these figures using forms of words like *small, large, high, short, low, light, dark, wide, narrow*:

1.   The first square is _____ than the second square.
2.    The third circle is _____ of the three.

24. (Continued)

3.   The first rectangle is _____ than the second rectangle.
4.   The third line is _____ of the three lines.
5.   The first circle is as _____ as the second circle.
6.   The second triangle is _____ than the first triangle.
7.   The first line is as _____ as the second line.
8.    The first square is _____ of the three.
9.   The first rectangle is _____ than the second rectangle.
10.   The first square is as _____ as the second square.
11.   The first triangle is _____ than the second triangle.
12.    The third circle is _____ of the three.

25. Read the following:

John, Joe, Ted, and Mark are brothers. They are busy, happy men. They get up early and go to bed late. They work hard. They play hard. They live well.

John	works	hard.	
Joe and Ted	work	harder than	John (does).
Joe	works	as hard as	Ted (does).
Mark	works	the hardest of	the four.
John	gets up	early.	
Joe and Ted	get up	earlier than	John (does).
Joe	gets up	as early as	Ted (does).
Mark	gets up	the earliest of	the four.
<i>Hard and early</i> are adverbs. They compare the way adjectives do.			

26. Compare John, Joe, Ted and Mark.

1. John works hard.
2. Joe _____ (use *-er* form)
3. Ted _____ (use *as as*)
4. Mark _____ (use *-est* form)

1. John drives fast.
2. Joe _____ And so on
3. Ted _____
4. Mark _____

1. John wakes up early.
2. Joe _____
3. Ted _____
4. Mark _____

1. John goes to bed late.
2. Joe _____
3. Ted _____
4. Mark _____

27. Read the following:

The four brothers live busily and happily. On the weekends they drive quickly to a country club. They play golf seriously. Ted and Joe like to swim but the other two swim poorly. They all dance well but Mark dances the best of the four.

Ted	swims	gracefully.	
Joe and Ted	swim	more gracefully than	their brothers.
Ted	plays golf	seriously.	
Joe	plays golf	more seriously than	Ted.
Use <i>more</i> in the comparative form of adverbs with more than one syllable.			

Ted	dances	well.	
Joe and John	dance	better than.	Ted.
Joe	dances	as well as	Joe.
Mark	dances	the best of	the four.

Well is an irregular adverb.

Other irregular adverbs are:

badly,

worse

the worst

little

less

the least

much

more

the most

28. Compare John, Joe, Ted and Mark.

1. John dances gracefully.

2. Joe _____ (use *more*)

3. Ted _____ (use *as ... as*)

1. Ted plays golf seriously.

2. Joe _____

3. John _____

1. Ted swims well.

2. Joe _____ (use *as ... as*)

1. Mark swims badly.

2. John _____ (use *the worst*)

PRONUNCIATION

I. *The Possessive*

II. *Vowels / ɔ, ɒ /*

I. *The Possessive*

1) You have already studied the three pronunciations, /s/, /z/, and /əz/ for the plural in Unit I, and the third person singular general present in Unit II.

To review:

- a) After /s, z, ʃ, ʒ, tʃ, dʒ/ the sound is /əz/.
- b) After /p, t, k, f, θ/ the sound is /s/.
- c) After other sounds the sound is /z/.

2) The three pronunciations of the possessive "s" are exactly the same as above.

1. These are some examples of the possessive /əz/. Repeat the following expressions after the teacher:

Gus's book	Dr. Mc Leish's car	the coach's team
Rose's house	—	Madge's dress

These are some of the examples of /s/:

sheep's wool	cat's fur	Dick's pen
Jeff's friend	Mr. Smith's wife	—

And these are some examples of /z/:

Bob's father	Ed's brother	the dog's tail
the dove's feather	—	
the lamb's wool	the man's land	—
	the girl's mother	
the bee's honey	Barbara's pet	Lou's records
May's hat	the boy's notebook	Joe's piano
the fly's wing		the cow's milk

Use the possessive "s" only with living things: people and animals. Say: "Tom's leg," *but*, "The leg of the table."

2. Practice saying these sentences after the teacher:

1. A: Who's that?
B: That's Mr. Smith's wife.
2. A: Where's the doctor's black bag?
B: It's in the corner of the bedroom.
3. A: What's wrong with Joe's piano?
B: It's out of tune.
4. A: I'm marking a student's paper.
B: It's Miss Dickson's.
5. A: Whose records are those?
B: They're Lou's.
6. A: Is Mary's mother here?
B: No, she isn't. She's at her brother's house.
7. A: Are you Madge's aunt's sister?
B: No, I'm not. I'm Madge's uncle's cousin.
8. A: Do you like Mr. Smith's wife's new coat?
B: Yes. I think it's pretty.
9. A: Is that Bob's car or Bob's father's?
B: It's Bob's father's, not Bob's.

2. (Continued)

10. A: Where're Rose's gloves?
B: They're in her mother's room.
11. A: The lawyer's office is upstairs.
B: The doctor's is, too.

II. Vowels /o, ɔ/

The vowels /o/ and /ɔ/ differ the same way as /i/ and /ɪ/, and /u/ and /ʊ/. (1) /o/ is really two vowels [o] + [u], while /ɔ/ is a single sound. (2) /o/ is tense, /ɔ/ is lax. (3) The tongue is higher for /o/.

3. Repeat the following words after the teacher:

no	row	choke	close
sew	boat	phone	toast
low	coat	loan	cold

4. Repeat these words:

gnaw	raw	chalk	claws
saw	bought	fawn	tossed
law	caught	lawn	called

5. no gnaw boat bought loan lawn
 sew saw coat caught close claws
 low law choke chalk toast tossed
 row raw phone fawn cold called

6. Repeat these sentences:

- | | |
|--|--|
| 1. A: Where's Joan?
B: I don't know.
A: And Paul?
B: He's at home. | 2. A: Some more coffee?
B: No, that's all, thanks. |
| 3. A: Paul's on the phone.
B: Is Joan here?
A: Joan, you have a phone call.
B: Tell Paul to hold the phone.
A: Hello Paul, this is Joan.
B: I'm going home in a few moments.
A: Call me there. | 4. A: It's so cold in New York!
B: And it's only the fall!
A: What awful weather!
B: I'm glad I have this coat along.
A: It's a nice coat.
B: Oh, it's old. |
| 5. A: Paul owns a motor boat.
B: He calls it "The Nautilus."
A: It has an outboard motor.
It costs a fortune to run.
B: We often go boating. | |

UNIT THREE: Lesson Two

GRAMMAR

- I. Past of regular verbs in statements, questions, negatives*
- II. Past of be, have, do, irregular verbs*
- III. Yesterday-ago*
- IV. Prepositions of time and place*
- V. Used to*

- I. Past of regular verbs in statements, questions, negatives*

1. Practice this conversation with the teacher:

Tom: Good morning.

Madge: Good morning. How are you?

Tom: Fine, thanks. And you?

Madge: Fine too, thank you. But I had a very busy day yesterday.

Tom: What did you do?

Madge: I studied, I went to my English classes, I cleaned my room, I shopped, I wrote letters, I washed clothes, I read the newspaper, and I went to the movies with a friend. Afterwards, we danced. I didn't go to bed until 2:00.

Tom: Aren't you tired?

Madge: No, I'm not. I feel fine.

2. Repeat and answer the questions:

- 1. Did Madge have a busy day? (Yes, she did.)
- 2. Did she study?
- 3. Did she clean her room? And so on
- 4. Did she shop?
- 5. Did she write letters?
- 6. Did she wash clothes?
- 7. Did she read the newspaper?
- 8. Did she go to the movies?
- 9. Did she go to the movies with a friend?
- 10. Did she dance?
- 11. Did she go to bed early?

3. Repeat after the teacher:

- | | |
|-------------------------------------|-----------------------------------|
| 1. I study every day. | I studied yesterday. |
| 2. You answer every day. | You answered yesterday. |
| 3. He talks every day. | He talked yesterday. |
| 4. She asks questions every day. | She asked questions yesterday. |
| 5. We look at pictures everyday. | We looked at pictures yesterday. |
| 6. They smoke cigarettes every day. | They smoked cigarettes yesterday. |
| 7. I smile every day. | I smiled yesterday. |
| 8. You laugh every day. | You laughed yesterday. |
| 9. She walks every day. | She walked yesterday. |
| 10. We close the door every day. | We closed the door yesterday. |

Now	Every Day	Yesterday
I am opening the door now. He is opening the door now.	I open it every day. He opens it every day.	I opened it yesterday. He opened it yesterday.

4. Change the sentences from *now* to *every day*:

For example: I'm talking—I talk every day.

- | | |
|-----------------------------------|---------------------------|
| 1. I'm studying. (NOW) | <i>I study every day.</i> |
| 2. He's answering. | And so on |
| 3. She's talking. | |
| 4. They're asking questions. | |
| 5. We're looking at pictures now. | |
| 6. You are laughing now. | |
| 7. He's smoking. | |
| 8. I'm smiling. | |
| 9. He's brushing his teeth. | |
| 10. We're closing the door. | |

5. Change the *every day* sentences in Exercise 3 to *yesterday*.

For example: I talk every day. I talked yesterday.

6. I study every day.
I studied yesterday.
And so on

	Statement	Question	Short Answer
(Now)	You are listening	Are you listening?	Yes, I am
(Every day)	You listen	Do you listen?	Yes, I do
(Yesterday)	You listened	Did you listen?	Yes, I did
The regular past tense ending is <i>-ed</i> for all persons. <i>Did</i> is the only auxiliary for past tense questions. The simple form of the verb follows <i>did</i> in a past tense question.			

7. Change the following sentences to questions:

For example: I talked yesterday. Did I talk yesterday?

1. They walked to the store.
2. We talked to the men in the store.
3. We looked at the vegetables in the store.
4. A man asked a question about the vegetables.
5. A woman answered the question.
6. Two boys opened a window in the store.
7. A girl closed the window.
8. She listened to the boys.
9. They laughed at a joke.
10. They walked out of the store.
11. The girl followed them.
12. They smiled at her.
13. She smiled too.
14. I followed them out of the store.
15. I watched them.

II. Past of be, have, do, irregular verbs

8. Repeat these irregular verbs after the teacher:

I	am	here	everyday.	I	was	here	yesterday.
You	have	a pencil.		You	had	a pencil.	
He	does	his work.		He	did	his work.	
We	eat	lunch		We	ate	lunch.	
You	read	English.		You	read	English.	
They	write	letters.		They	wrote	letters.	
I	sit	down		I	sat	down.	
You	stand	up.		You	stood	up.	
He	goes	to class.		He	went	to class.	
They	get	up.		They	got	up.	
She	drinks	milk.		She	drank	milk.	

The verbs in Exercise 8 are some of the English verbs that have a past tense form based on a vowel or other change.

12. Repeat each sentence. Then change it to a question.

For example: He had a lesson.
 Did he have a lesson?

1. John went to class.
2. He saw a pretty girl.
3. He smiled at her.
4. She smiled at him.
5. He spoke to her.
6. She answered him.
7. He asked her for a date.
8. She accepted.
9. They went to the movies.
10. They had a good time.

13. Tell the class one thing you did yesterday. The next student changes the statement to a question. Use *get up*, *buy*, *look at*, And so on

A: I bought a car last week.

B: Did you buy a car last week?

A: Yes, I did.

And so on

III. Yesterday-ago

14. Repeat:

1. Today is Monday, March 18, 1957.
2. Yesterday was Sunday.
3. Saturday was the day before yesterday.
4. March 11 was a week ago.
5. March 4 was the week before last.
6. February was last month.
7. 1956 was last year.
8. 1955 was two years ago.
9. 1857 was one hundred years ago.

15. Answer the following questions:

For example: When did you begin English classes?
 Three weeks ago.

And so on

1. When did you come to the United States?
2. When did you come here?
3. Where were you a year ago?
4. Where were you ten years ago?

16. Your neighbor will describe you on the basis of the previous information.

For example: John came to the United States two months ago.
 He came to this city three weeks ago.
 He was in Budapest a year ago.
 He was in Debrecen ten years ago.

17. Repeat after the teacher:

John came home late. He was very tired. He didn't take a shower, and he didn't read a book. He took off his clothes and jumped into bed. He went to sleep immediately and slept soundly.

18. Answer the questions using both the short and long forms:

For example: Did John come home early? No, he didn't. He didn't home early.

1. Was John tired?
2. Did he read a book?
3. Did he write a letter?
4. Did he read a newspaper?
5. Did he bake a cake?
6. Did he drink a glass of milk?
7. Did he go to sleep?
8. Did he sleep well?

He	was	a doctor.
He	wasn't	a doctor.
They	were	nurses.
They	weren't	nurses.

He		wrote	a letter.
He	didn't	write	a letter.
She		baked	a cake.
She	didn't	bake	a cake.
Use the simple form of the verb with <i>did</i> + the negative.			

19. Change the following sentences to negative sentences:

1. John was hungry.
2. He was tired.
3. His friends were hungry too.
4. They were tired.
5. They went to dinner with John.
6. It was an excellent dinner.
7. They ate turkey.
8. They drank champagne.
9. They had a good time.
10. They arrived home late.

20. Change the sentences in Exercise 19 to questions. Answer the questions.

IV. Prepositions of time and place

21. Repeat:

He leaves	in	the morning.
She returns	in	the afternoon.
He studies	in	the evening.
They arrived	in	December.
We sailed	in	1957.
You came	in	the spring.
You telephoned	on	Sunday.
They talked	on	Friday the 13th.
We went	on	the 25th of July.
They spoke	at	10 o'clock.
He sleeps	at	night.
She eats	at	noon.
They danced	at	midnight.

22. Supply *in*, *on* or *at* in these sentences:

1. John Doe was born ___ 1889 ___ December ___ 4:30 ___ the morning.
2. He began to walk ___ 1890.
3. He began to talk ___ 1892.
4. He was fourteen years old ___ December 5th, 1903.
5. He's still alive ___ 1957.
6. He wakes up ___ 6:30 every Monday.
7. He sleeps late ___ Saturdays and Sundays.
8. He stays up late ___ Fridays and Saturdays.
9. He usually goes to bed ___ 10 p.m.

23. Repeat these sentences:

1. I live in the U.S.
2. I live in New York State.
3. I live in New York City.
4. I live on Fifth Avenue in New York City.
5. I live at 640 Fifth Avenue in New York City.
6. I live on the fifth floor.
7. I live in Apartment 5A.

<i>in</i> is used with	{ a country a state a city an apartment
<i>on</i> is used with	{ a street a floor
<i>at</i> is used with	{ an address

24. Tell where you live. Follow Exercise 23.

25. Complete the sentences with *in*, *on* or *at*:

1. John Doe is a traveler. He goes from country to country and from place to place.
2. He's _____ Canada _____ Tuesday.
3. He's _____ Massachussetts _____ Friday.
4. He's _____ 525 West 14th Street _____ Monday.
5. He's _____ Cuba some weekends and _____ Mexico at other times.
6. He lives _____ 10 Maple Grove _____ the town of Branch _____ Connecticut.

V. Used to

26. Repeat the following sentences:

John Smith was a typical small boy. He climbed trees. He sailed boats in the brook. He played games with his friends. He fished and hunted. He had a dog and a cat. He had a happy childhood.

27. Answer the questions about the story:

1. What kind of a boy was John Smith?
2. What did he do?
 - a.
 - b.
 - c.

27. (Continued)

3. What animals did he have?
4. Was his childhood happy?

28. Now repeat these sentences:

John Smith is middle-aged today. He has a wife and three daughters. His daughters are busy and happy, but they don't climb trees. They ride bicycles instead. They don't hunt and fish. They roller skate. They don't have a dog and a cat. They live in a city apartment. They have a good childhood, but it's a city childhood.

1. How old is John Smith?
2. Does he have a family?
3. Does he have a wife?
4. How many children does he have?
5. Are they sons or daughters?
6. Do they climb trees?
7. What do they do?
8. Do they hunt and fish?
9. What do they do?
10. Do they have a dog and a cat?
11. Where do they live?
12. What kind of a childhood do they have?

29. Continue the story as before:

John Smith isn't happy about his daughters. He remembers his childhood. He often says to his daughters:

You don't have a good time today. I had a good time when I was young.

I used to climb trees. You don't climb trees today.

I used to sail boats. You don't do that today.

I used to play cowboys and Indians. You don't.

I used to fish and hunt, but you don't.

I used to have a dog and a cat, but you don't.

His daughters listen to him, and then they say, "Oh, Dad we know you used to have a lot of fun. But we have fun today too. Don't worry about us. We're all right.

Teacher: What did John Smith do when he was young?

1st Student: John Smith used to climb trees.

Teacher: Does he climb trees today?

2nd Student: No, he doesn't.

Teacher: What else did he do?

3rd Student: He used to sail boats.

And so on

I <i>used to</i> live in Europe.	I live in the U.S. now.
<i>Used to</i> + verb is used for a past action which continued for a while and then stopped.	

30. Answer the following questions about yourself when you were young:

1. Did you use to live in the country?
2. Where did you live?
3. Did you use to have a pet?
4. What kind of a pet did you have?
5. Did you use to live on a farm?
6. What kind of a farm was it?
7. Did you use to live in the city?
8. Did you use to play games?
9. What games did you use to play?
10. Did you use to skate?

	Did you use to live on a farm?
What kind of a farm	did you use to live on?
The "d" of <i>used to</i> is not used in the question form.	

31. Answer these questions:

1. What do you do today that you didn't use to do?
2. What did you use to do, that you don't do today?

32. Change these sentences to question word questions:

For example: He used to go. (where) Where did he use to go?

1. John Smith used to live in the country. (when)
2. He used to play. (what)
3. He had a dog. (when)
4. He hunted and fished. (where)
5. He enjoyed life. (when)
6. His daughters ride bicycles. (where)
7. His daughters roller skate. (where)

PRONUNCIATION

I. Regular past

I. Regular past

1. Repeat the following verbs after the teacher:

pat	heat	want	collect	shout
guide	need	nod	mend	attend

Now repeat the same verbs with the past tense ending /əd/:

patted	heated	wanted	collected	shouted
guided	needed	nodded	mended	attended

Repeat the following verbs after the teacher:

study	try	sigh	owe	chew
-------	-----	------	-----	------

Now repeat the same verbs with the past tense ending /d/:

studied	tried	sighed	owed	chewed
---------	-------	--------	------	--------

2. Repeat the following verbs after the teacher:

rob	pour	stare	boil
claim	beg	suppose	believe
rub	cause	shine	judge
climb	fine	save	breathe

Now repeat the same verbs with the past tense ending /d/:

robbed	poured	stared	boiled
claimed	begged	supposed	believed
rubbed	caused	shined	judged
climbed	finned	saved	breathed

3. Repeat the following verbs after the teacher:

bake	fish	crash	cough	reach
pass	look	laugh	miss	toss

Now repeat the same verbs with the past tense ending /t/:

baked	fished	crashed	coughed	reached
passed	looked	laughed	missed	tossed

Simple forms of verbs ending in /t/ or /d/ add /əd/ in the past.

As for all others, those that end in a vowel or voiced consonant add /d/, and those that end in a voiceless consonant add /t/.

4. Repeat the following dialogues after the teacher:

1. A: Mary baked a cake yesterday.
B: Yes, I liked it very much.
2. A: Dorothy bathed the baby.
B: I helped her. The baby cried all through the bath.
3. A: The teacher collected the papers.
B: She marked them too.
A: This morning she asked us to study harder.
B: I studied very hard last night.
4. A: I patted that big dog on the head, and he growled at me.
B: Once he barked for an hour without stopping.
A: His master shouted at him.
5. A: Robert cashed his check at the bank.
B: I know. He tried at the grocery store first.

5. Repeat the following story after the teacher:

Once upon a time/ there was a little horse/ that loved to exercise. Everyday/ he did these things. First/ he walked and walked and walked. Next/ he trotted and trotted and trotted. Then/ he cantered and cantered and cantered. Finally he galloped and galloped and galloped. He danced/ and he pranced/ and he kicked up his heels. Yes/ this little horse really loved to exercise.

UNIT THREE: Lesson Three

GRAMMAR

- I. Have + *past participle in statements, questions, negatives*
- II. Have + been + -ing
- III. Some/any
- IV. *Negative patterns*
- V. Anybody/nobody Anything/nothing

I. Have + *past participle in statements, questions, negatives*

1. Repeat:

We arrived in the United States a month ago. Some of us came from Hungary by plane. Some of us came by boat. We stayed in a camp for a week. Then we went to towns and cities all over the U.S. and began our new lives.

I came to this town three weeks ago. I have been very busy since I arrived. First, I found a place to live. Then I found a job. I began to study English, too.

I have been attending English classes for three weeks now. I have been working very hard at my English. I have practiced many sounds and many sentences. I have learned a lot of English.

I have met many Americans. I have made many new friends. I have tasted American food, but I still prefer Hungarian food.

I have been in this town for only three weeks, and I have done many things. I have had a busy life since I arrived here.

2. Answer the following questions about the story:

- 1. Is this story about you?
- 2. Did you arrive in the U.S. a month ago?
- 3. When did you arrive?
- 4. Did you stay in camp at first?
- 5. Where did you stay at first?
- 6. Did you come to this town three weeks ago?
- 7. When did you come here?

3. Answer these questions about the man in the story:

1. Has he been in this place for three weeks? (Yes, he has.)
2. Has he learned a lot of English?
3. Has he practiced many sounds and many sentences?
4. Has he met some Americans?
5. Has he tasted American food?
6. *Does* he still prefer Hungarian food?

4. Answer these questions about yourself:

1. Have you been here for three weeks?
2. How long have you been here?
3. Have you learned a lot of English?
4. Have you practiced many sounds and many sentences?
5. Have you met some Americans?
6. Have you made some new friends since you came here?
7. Have you eaten some American food since you came to the United States.
8. *Do* you still prefer Hungarian food?

<i>Have</i> and the past participle				Past tense			
I	have studied	English	recently. all my life. from time. to time.	I	studied	English	ten years ago. last month. in 1950.
<i>Have</i> and the past participle (present perfect) expresses some past actions that do not have a definite time limit.							

<i>-ing</i> Present	I am studying				English	now
<i>Have</i> and Past Participle	How long	have	you	studied	English?	since July.
			I	have studied	English	for two months.
<i>Have</i> and the past participle expresses actions that begin in the past and stretch into the present. These stretches of time are frequently indicated by <i>since</i> and <i>for</i> time expressions.						

I We You They	have ('ve)	been	here	for three weeks.
He She It	has ('s)	been	here	for three weeks.

5. Answer these questions:

1. How many English lessons have you had this week?
2. How many English classes have you had today?
3. How many radio programs have you listened to this week?
4. How many television programs have you watched this week?
5. How many hours have you worked; played; exercised; slept this week?

6. Change the following sentences into questions:

For example: I've been here for ten days.
Have you been here for ten days?

1. We've been here for a month.
2. We've visited our friends three times this week.
3. We've practiced pronunciation.
4. We've learned new words since we came here.
5. We've sung new songs since we came here.
6. My friend has been here for ten years.
7. He's practiced medicine for five years.
8. He's lived in that corner house since last year.
9. He's been married for four years.
10. He and his wife have had three children.

Statement			Negative Statement			Question		
I	've	slept.	I	haven't	slept.	Have	you	slept?
I	've	had lessons.	I	haven't	had lessons.	Have	you	had lessons?
I	've	done my work.	I	haven't	done my work.	Have	you	done your work?
I	've	been tired.	I	haven't	been tired.	Have	you	been tired?

7. Change to negative:

1. We've heard the news.
2. My sister has been here since Sunday.
3. She's lived here a long time.
4. She's inquired about a 1960 car.
5. She's bought a helicopter.

7. (Continued)

6. She's flown the helicopter to Florida three times.
7. She's spent a lot of money since last year.
8. The weather has been pleasant recently.
9. The weather has changed a lot in the past month.
10. The weather has disappointed us.

II. Have + been + -ing

8. Answer these questions about the story in Exercise 1:

1. Has he been attending English classes for three weeks? (Yes, he has)
2. Has he been working very hard?
3. Have you been working hard since you began English classes?
4. Have you been attending classes since you came here?

	I	have	been	attending	English classes.
Have	He	has	been	attending	English classes.
Has	you		been	attending	English classes?
	he		been	attending	English classes?

Have + been + -ing, like *have* and the past participle, is used for an action which began in the past and continues into the present. It emphasizes the length of time that has passed and ends the action in the immediate present.

9. Change the sentences in Exercises 6 and 7 to the *have been + -ing* form:

For example: I've visited my friends.
I've been visiting my friends.

Change numbers 2, 3, 4, 5, 7, 8 in Exercise 6.

Change numbers 1, 3, 4, 6, 9 in Exercise 7.

10. Complete the following sentences. Use the past form with *ago*, the *have/has* with *since* or *for*:

For example: I (come) here two months ago.
I came here two months ago.
I (be) here since February 1st.
I've been here since February 1st.

1. I (buy a car) a week ago.
2. We (see two movies) a week ago.
3. We (see two movies) since last week.
4. We (arrive) in the U.S. two months ago.
5. We (be) in this town since last month.

10. (Continued)

6. We (work) very hard since we came here.
7. We (begin) to study English a month ago.
8. We (attend) classes since then.
9. We (practice) English every day since then.
10. We (learn) many new words since we began.
11. We (practice) English for four weeks.

11. Complete the following sentences by supplying *since*, *for* or *ago*:

1. I bought a car a week _____.
2. I haven't seen my friends _____ Sunday.
3. They asked us to visit them ten days _____.
4. We had dinner with them ten days _____.
5. We saw them again a week _____.
6. We haven't seen them _____ then.
7. My friend, Dr. Black, moved to this town ten years _____.
8. He's practiced medicine here _____ ten years.
9. He's made many friends _____ he came here.
10. He's helped many sick people _____ he began to practice here.

III. Some/any

12. Repeat the following:

A: Would you like some coffee?

B: Yes, thank you. I'd like *some*.

A: Would you like some cream in your coffee?

B: No, thank you. I don't want *any* cream.

A: Would you like some sugar?

B: No, thank you. I don't use sugar in my coffee.

some is used in affirmative statements.
any is used in negative statements.
Both *some* and *any* are used in questions.

13. Answer the following questions according to the examples:

For example: Do you want some tea? No, thanks. I don't want any.

1. Do you want some pie?
some cake?
some cheese?
some Coke?

13. (Continued)

For example: Do you know some games? No, I don't know any.

2. Do you know some stories?
some jokes?
some news?
some songs?
3. Did you see some movies?
some advertisements?
some notices?
some theater tickets?

14. Read the following story aloud. Complete it by using *some* or *any* in the blanks:

John went to the post office yesterday. He needed _____ stamps, but he didn't have _____ money with him. He needed _____ envelopes, but he didn't buy _____. He needed _____ money, and he didn't have _____. He left the post office.

15. Change the following statements to negative statements:

For example: I want some tea. I don't want any tea.

1. John wants some stamps.
John wants some ink.
John wants some soap.
John wants some lunch.
John wants some supper.
2. John needs some information.
John needs some money.
John needs some envelopes.
John needs some stamps.
John needs some advice.

16. Change the following negative statements to affirmative statements:

For example: I don't want any tea. I want some tea.

I don't want any salad.
any soup.
any ice cream.
any dessert.
any potatoes.

IV. Negative patterns

17. Repeat the following conversations. Notice the kinds of negative answers.

1. A: Are you busy?
B: No.

4. A: Are you hungry?
B: No, I'm not.

2. A: Do you like potatoes?
B: No, I don't.

5. A: Did you sleep well last night?
B: No, I didn't.

3. A: Have you ever seen the Pacific Ocean?
B: No, I haven't.

18. Answer the following questions:

1. Are you a teacher?
2. Do you live in Canada?
3. Did you walk to the United States?
4. Have you ever seen a man from Mars?
5. Do you ever speak Chinese?

V. Anybody/nobody Anything/nothing

19. Repeat the following story:

A man walked up to the front door of a house and knocked loudly. Nobody answered the door. He looked in the window. There was nothing there. There wasn't anybody in the house.

There	was	nothing	in the room.	There	wasn't	anything	in the room.
There	was	nobody	in the room.	There	wasn't	anybody	in the room.
There	was	no one	in the room.	There	wasn't	anyone	in the room.
The				The			
book	was	nowhere	around.	book	wasn't	anywhere	around.

20. Complete the following sentences and stories with *nobody*, *nothing*, *anybody*, *anything*:

1. There was _____ in the house.
(nobody, anybody)

2. There wasn't _____ in the house.
(anything, nothing)

3. We couldn't find _____ to eat.
(nothing, anything)

Two boys went into a five-and-ten cent store to buy some chewing gum. They went to the candy counter. They looked for the clerk, but _____ was there. There wasn't _____ at the next counter, either. They looked

20. (Continued)

at the things on the counter. They saw gumdrops, chocolate creams, and
and peanut brittle. They didn't see any chewing gum

(nowhere, anywhere)

Who's there? is there. There isn't

(Nobody, Anybody)

(nothing, anything)

there. What's the matter? Is wrong? Where's the

(anything, nothing)

chewing gum? I don't know. I can't find it

(anywhere, nowhere)

PRONUNCIATION

I. Stress (cont.)

II. Intonation (cont.)

I. Stress (cont.)

Many common words, like *are*, *have*, *do*, *you*, *he*, *at* have stressed and unstressed forms. Use the stressed form only when the words are very important to the meaning of the sentence and therefore must be emphasized.

Example: Do you like the movies? /də iə laɪk ðə mʊvɪz/
Yes, I do, Do you? /ɪs aɪ dʊ. də iu/

- Here are some short dialogues containing both stressed and unstressed forms of the same words. Repeat each sentence after your teacher:

	Unstressed	Stressed	
'are'	/ɹ̩/	/ɑr/	1. A: Dick, are they here yet? B: Yes, they are.
'have'	/əv/	/hæv/	2. A: Tom, have you seen Ed? B: Yes, I have: He's inside.
'has'	/əz/	/hæz/	3. A: Say, has Nancy come yet? B: Yes, she has.
'can'	/kən/	/kæn/	4. A: Can Jane drive? B: Yes, she can. Can you?
'do'	/də/	/du/	5. A: Do you like the movies? B: Yes, I do. Do you?
'you'	/iə/	/iu/	
'he'	/i/	/hi/	6. A: Was he on time? B: He was, but she wasn't.

1. (Continued)

	<i>Unstressed</i>	<i>Stressed</i>	
'his'	/ɪz/	/hɪz/	7. A: Joe lost his notebook. B: Is this one his?
'your'	/ɪr/	/i ʊr/	8. A: Please give me your phone number. B: Give me your number, too.
'him'	/ɪm/	/hɪm/	9. A: Did you give him his briefcase? B: Not him, but his sister.
'her'	/r/	/hr/	10. A: What's her native language? B: Her language is Spanish.
'them'	/ðəm/	/ðɛm/	11. A: I've invited them to your party. B: Oh, not them!
'that'	/ðət/	/ ðæt /	12. A: He said that he didn't care. B: Did he say that!
'as'	/əz/	/ æz /	13. A: Is he as tall as his father? B: As tall, why he's much taller.
'at'	/ət/	/ æt /	14. A: What are you looking at? B: Look at this picture.

II. Intonation (cont.)

2. Pronounce each sentence first as if the statement were true, next as if you were asking for information:

1. The weather was pleasant last Sunday, wasn't it.(.) (?)
2. They weren't late for their appointment Friday, were they (.) (?)
3. We were in Paris in 1947, weren't we (.) (?)
4. You spent the summer at the seashore, didn't you (.) (?)
5. He wasn't surprised to see you, was he (.) (?)
6. You haven't heard this record, have you (.) (?)
7. We've seen that movie (.) (?)
8. I've met you before, haven't I (.) (?)
9. They haven't been to New York, have they (.) (?)
10. You've forgotten to lock the front door, haven't you (.) (?)

UNIT THREE: Lesson Four

GRAMMAR

- I. Review of tenses*
- II. Review of question-word questions in all tenses*
- III. Summary of irregular verbs*

I. Review of tenses

1. Repeat this story:

I know a very old man. He lives next door to me. It's his birthday today, and he is celebrating it now.

How old is he? He's ninety years old. He was born nine decades ago in this same house. He went to school in this town. He married here. He raised a family here. He grew old here.

He has lived his whole life in this little town. He has seen many changes. Automobiles have replaced horses in his lifetime. Airplanes have replaced railroad trains. His friends have moved away, and his family has grown up and moved away, too.

He's an old man, and he is celebrating his birthday today.

2. Answer these questions about the story:

- | | |
|-------------------------------|------------------------------------|
| 1. How old is he? | 7. Where did he grow old? |
| 2. What is he doing today? | 8. What changes has he seen? |
| 3. Where was he born? | 9. What have automobiles replaced? |
| 4. When was he born? | 10. Where have his friends gone? |
| 5. Where did he go to school? | 11. What have planes replaced? |
| 6. Where did he marry? | 12. Where has his family gone? |

3. What parts of the story tell about *now*? Read them again.

What parts tell about *yesterday* and *ago*? Read them again.

What parts tell about *since*? About his ninety years? Read them.

4. Change these sentences from the *-ing* form to the General Present;

For example: I'm speaking. I speak.

- 1. He's enjoying life.
- 2. Is he having a good time?
- 3. He isn't working now.

5. Change these sentences from *present* to *past*:

For example: I talk. I talked.

1. He lives next door to me.
2. Does his family live there too?
3. His children don't live there.

6. Change these sentences from *yesterday* time to *since/for* time.

For example: I talked. I have talked.

1. He worked in that town for many years.
2. Did he help his friends?
3. He didn't move away from his house.

7. Change these sentences according to the time indicated by the words in the brackets:

1. John is working. (everyday, yesterday, since he was sixteen)
2. Is John working? (everyday, yesterday, since he was sixteen)
3. Maria lived in Rome last year. (now, everyday, since 1950)
4. Does she study there? (now, last year, since 1950)
5. Maria hasn't studied music since 1950. (now, last year, everyday)

II. Review of question-word questions in all tenses

8. Change these sentences to question word questions:

For example: You work (where)
Where do you work?

1. You study (when)_____.
2. He lived there (when)_____.
3. We have visited (what)_____.
4. They are watching (what)_____.
5. We learned it (where)_____.
6. He has a job (where)_____.
7. They know (what)_____.
8. We did it (where)_____.
9. He's standing (where)_____.
10. They've done (what)_____.

9. Read the following sentences aloud. Change them to questions:

For example: We had a good time. Did we have a good time?

1. He put on his hat.
2. She read a book.

9. (Continued)

3. We sat down.
4. We got up early.
5. He took a shower.
6. They bought a house.
7. It had a green roof.
8. We took a picture of the house.
9. We got a good picture of it.
10. The picture pleased us.

10. Change the following sentences to negative sentences:

For example: They stood there. They didn't stand there.

1. We made a mistake.
2. They came to the party late.
3. She ran after the bus.
4. We went home early.
5. They wrote to us.
6. He ate a whole chocolate cake.
7. They spoke to us in Spanish.
8. We saw them yesterday.
9. He drank two quarts of milk yesterday.
10. He arrived late last night.

III. Summary of irregular verbs

I.	SIMPLE	PAST & PAST PARTICIPLE
	walk	walked

II.	SIMPLE, PAST and PAST PARTICIPLE
	put shut cut hit

III.	(a)	SIMPLE	PAST & PAST PARTICIPLE
		read sit get take	read sat got took

III. (Continued)

(b)	have/ has buy make hear stand	had bought made heard stood
-----	---	---

IV.	SIMPLE & PAST PARTICIPLE	PAST
	come run	came ran

V.	SIMPLE	PAST	PAST PARTICIPLE
	be do go write eat speak see drink	was/were did went wrote ate spoke saw drank	been done gone written eaten spoken seen drunk

English verbs have one, two, or three principal forms. To make the other form(s) from the simple form, the verbs in:

Group I (the regular verbs)	add <i>-ed</i> .
Group II	do not change.
Groups III (a), IV	change vowel(s)
Group III (b)	change vowel(s) and consonant(s)
Group V	change vowel(s) and sometimes consonant(s)

PRONUNCIATION

- I. Syllabic Consonant /ŋ/
- II. Gliding vowels
- III. Intonation

I. Syllabic Consonant /ŋ/

1. Repeat the following words after the teacher:

button	mitten	wooden	hidden
cotton	rotten	garden	pardon

The final syllable of each of these words begins with /t/ or /d/. To form /t/ or /d/ the tip of the tongue touches the upper tooth-ridge (See the diagram in Unit 6). In a word like *button*, the tongue-tip touches the tooth-ridge for the /t/ and then stays there for a syllabic /ŋ/, giving /bətŋ/. The same thing happens in expressions like *hat and coat*: /hæt ŋ kɒt /

Repeat these expressions:

hat and coat	good and bad
eat and run	bread and butter
short and fat	hide and seek
right and wrong	read and write
hit and run	sad and true

2. Repeat the following words and expressions after the teacher:

student	a wooden drawer
didn't	a button-down collar
a wooden table	clean and dry
a cotton dress	

When /d/ or /t/ followed by /ŋt/ or /ŋd/, the tip of the tongue stays on the tooth-ridge all through the three sounds.

3. Repeat the following dialogues after the teacher:

- A: Pardon me. I'm looking for my hat and coat.
B: They aren't here. Look in Martin's room.
A: A button fell off my green dress this morning.
B: Where did you lose it?
A: In the garden.
B: There aren't any new ones in the house.

3. (Continued)

A: They're all intelligent students, aren't they?

B: They certainly are.

A: Did she make that brown dress of cotton?

B: No, she didn't.

A: Look at the little children.

B: Those foreign tourists are their parents, aren't they?

A: No, they aren't. Joan and Tim are.

A: My aunt and uncle came Sunday.

B: Did you sit in your garden and talk?

A: No. They had to eat and run.

II. Gliding vowels

4. Practice these vowels with the teacher:

/i/	eel	bee	feel	heat	tree	keen	see	
/e/	ale	bay	fail	late	tray	cane	say	play
/ai/	aisle	buy	file	height	try	kind	sigh	
/oi/	oil	boy				coin		employ

The vowels /i, e, ai, oi/ are long gliding sounds to a high front tense sound like [y].

5. Practice *these* words with the teacher:

/u/	“ooh!”	woo	fool	tool	cool	who	
/o/	“oh!”	woe		toll	coal	hoe	
/əʊ/	“ow!”	wow	fowl	towel		how	
		boot	new	sue	duel	tune	shoe
		boat	no	sew		tone	show
		bout	now	sow		town	shout

The vowels /u, o, ao/ are long glides to a high back tense sound with more lip rounding like [w].

6. Practice these sentences with the teacher:

1. A: Where's Jane?

B: She went out.

A: Why?

B: I don't know. She didn't tell me.

2. A: My wife and I go shopping every week.

B: We buy food and supplies for the kitchen.

6. (Continued)

3. A: Do you have any change?
B: What do you need?
A: I need three dimes.
4. A: Excuse me. What time is it?
B: It's five minutes past three.
5. A: May I help you?
B: Yes, thank you. I want to buy these ties.
A: Certainly. Anything else?
B: No, thanks. Not today.

III. Intonation

Statements and question-word questions end with falling intonations.

Example: Tell me about your friends.

What do you want to know?

7. Repeat these sentences after the teacher:

- | | |
|--|---|
| 1. A: Tell me about your friend.
B: What do you want to know? | 9. A: What kind of a place is he
looking for?
B: He'd like to live with a family. |
| 2. A: Where is he from?
B: He's from Sweden. | 10. A: What's your friend's profession
B: He's still a student. |
| 3. A: What part?
B: Near Stockholm. | 11. A: How old is he?
B: Only twenty-two. |
| 4. A: When did he get here?
B: About six weeks ago. | 12. A: What does he plan to be?
B: A businessman. |
| 5. A: How does he like it here?
B: Very much. | 13. A: How long will he be here?
B: Two years. Till he gets his
degree. |
| 6. A: Where is he staying?
B: At a hotel. | 14. A: What degree is that?
B: Business administration. |
| 7. A: What hotel is it?
B: Oh, a small one downtown.
But he doesn't like it. | 15. A: How's his English?
B: That's the trouble. Not too
good. |
| 8. A: Why not?
B: Hotels are too expensive. | |

7. (Continued)

16. A: What's he doing about it?
B: He's taking an intensive course.

17. A: When can he take business courses?
B: Not before next fall.

Echo questions end with rising intonations.
Example: A friend of yours?

8. The following sentences are spoken first as yes-no questions, then as statements. Repeat each sentence after the teacher:

- | | |
|----------------------------------|-------------------------------|
| 1. A friend of yours? | A friend of yours. |
| 2. From Sweden? | From Sweden. |
| 3. Near Stockholm? | Near Stockholm. |
| 4. He's been here for six weeks? | He's been here for six weeks. |
| 5. At a hotel? | At a hotel. |
| 6. Downtown? | Downtown. |
| 7. Expensive? | Expensive. |
| 8. He wants to move? | He wants to move. |
| 9. In with a family? | In with a family. |
| 10. He's a student? | He's a student. |
| 11. He'll be a businessman? | He'll be a businessman. |
| 12. He's young? | He's young. |
| 13. Only twenty-two? | Only twenty-two |
| 14. He'll get a degree? | He'll get a degree. |
| 15. In business administration? | In business administration. |
| 16. His English is not too good? | His English is not too good. |
| 17. He's studying now? | He's studying now. |
| 18. An intensive course? | An intensive course. |
| 19. He'll study business later? | He'll study business later. |
| 20. In the fall? | In the fall. |

UNIT FOUR: Lesson One

GRAMMAR

- I. Future: going to, will, won't
- II. Word order (cont.)

- I. Future: going to, will, won't

1. Listen to the story. Answer the questions:

Elizabeth has a large family. She has three brothers: Sam (21) Harry (16) and Paul (6). She has two sisters: Mary (14) and Kate (11). Elizabeth is studying English. Then she's going to study typing and shorthand. She's going to be a secretary. Sam is working hard in medical school. He's going to be a doctor. Harry is in high school. He likes chemistry and physics. He says he's going to be a scientist. Mary is in high school too, but she hasn't decided what she's going to be. Kate says she's going to get married and have a large family. Paul likes to work with tools. He says he's going to be a carpenter.

2. Repeat the questions and answer them:

1. Does Elizabeth have a large family?
2. How many brothers does she have?
3. What are their ages?
4. How many sisters does she have?
5. What are their names?
6. What is Elizabeth studying now?
7. What is she going to study?
8. What is she going to be?
9. What is Sam going to be?
10. What is Harry going to be?
11. What is Mary going to be?
12. What does Paul say he's going to be?

3. Repeat:

1. He teaches. He's a teacher.
2. He acts. He's an actor.
3. She acts. She's an actress.
4. He sings. He's a singer.

3. (Continued)

5. He writes books. He's a writer.
6. He manages a store. He's a store manager.
7. He drives a taxi. He's a taxi driver.
8. He drives a bus. He's a bus driver.
9. He paints. He's a painter.
10. He dances. He's a dancer.
11. He reports news on the radio. He's a newscaster.
12. He announces radio programs. He's a radio announcer.
13. She manages her home and family. She's a housewife.
14. He repairs automobiles. He's a mechanic.
15. She types. She's a typist.
16. She takes dictation and writes letters. She's a secretary.
17. She files letters and papers in an office. She's a file clerk.
18. He practices medicine. He's a doctor.
19. He practices law. He's a lawyer.
20. He practices dentistry. He's a dentist.
21. He practices engineering. He's an engineer.
22. He gives sermons in the church. He's a (minister) (priest).
23. He practices politics. He's a politician.
24. He studies. He's a student.
25. He cuts hair. He's a barber.

4. *Teacher:* He drives a bus. What is he?

Class: He's a bus driver.

And so on

5. *Teacher:* He's a bus driver. What does he do?

Class: He drives a bus.

And so on

6. *Teacher:* John, do you have a job?

1st Student: Yes, I do.

Teacher: What do you do?

2nd Student: I work in a book store. I unpack books. I talk to customers.
I sell books.

Teacher: I see. You're a clerk in a book store.

The next student answers the question above and so on.

7. Repeat:

He's going to teach next year. He's going to be a teacher
next year.

(Continue with the sentences in Exercise 3.)

8. Repeat:

He isn't going to teach. He isn't going to be a teacher.

And so on

9. Repeat:

The Fortune-teller

One day Elizabeth went to a fortune-teller. The fortune-teller studied Elizabeth's palm. Then she took a deck of cards and she told Elizabeth's fortune.

Fortune-teller: You are a lucky girl. You are going to have a long, interesting life. You're going to take a trip next year. You're going to meet a tall, dark man. You're going to fall in love with him. He's going to fall in love with you. There will be some difficulties. You're not going to marry him immediately. You're going to study typing and shorthand. You're going to be a secretary. In about five years you're going to marry the man. He's going to have an illness. He'll get well. You're going to have a happy life together. Elizabeth liked her fortune. She didn't believe *all* of it, but she wanted to.

10. Repeat and answer the questions:

According to the fortune-teller:

1. Is Elizabeth going to have a long, interesting life?
2. What is she going to do next year?
3. Who is she going to meet?
4. Is she going to fall in love with him?
5. Is he going to fall in love with her?
6. Is she going to marry him immediately?
7. Will there be some difficulties?
8. Is she going to have a job?
9. When is she going to marry him?
10. Are they going to have a happy life together?

I	'm					
He	}	's				
She						
It						
			going to arrive	{	tomorrow	
We	}	're			next week	
You					next month	
They						
	I	'm	not	going to	arrive	tomorrow.
Is	he			going to	arrive	tomorrow?

11. Change first to questions and then to negatives:

1. It's going to rain today.
2. It's going to snow tomorrow.
3. The sun is going to shine Saturday.
4. We're going to go on a picnic next weekend.
5. We're going to take steaks with us.
6. We're going to cook them over a fire.
7. We're going to sing songs around the campfire.
8. We're going to tell stories.
9. John's going to play the guitar.
10. We're going to have a good time.

12. Change according to the time signals:

1. I study hard *every day*. (yesterday, tomorrow, last week, for three weeks, next year, now)
2. Does he have a job? (next week, last year, next month, next summer, last winter, for twenty years, five years ago)
3. They don't watch television *every evening*. (tonight, now, next fall, last Sunday)

13. *Teacher:* What are you going to do this weekend?

1st Student: I'm going to go to the movies on Saturday and I'm going to go to church on Sunday.

First student asks the second student. And so on.

A Picnic

Paul: We're going to have a picnic Saturday.
Will you come?

Mary: Yes, I will. I'd like to. Where are we going?

Paul: We're going to the mountains. George is going to take us in his car. I'll bring my guitar and we'll sing.

Mary: That sounds wonderful. I want to bring something for the picnic. I'll make some cookies.

Paul: Fine! Don't forget! We'll come for you at nine o'clock.

Mary: I won't forget. I'll be ready.

I He She It We You They	} will ('ll) arrive	{ tomorrow next week next month.
	He	won't come.
Will	He	come?

Will suggests a promise:	<i>I'll come.</i>
Going to suggests intention:	<i>I'm going to go on a trip.</i>

15. Repeat after the teacher:

1. We are going to visit a museum on Sunday.
2. I'll meet you there at 2:00.
3. John is going to go with us.
4. He'll show us some of his favorite paintings.
5. We are going to see some sculpture too.
6. We'll be able to see a lot in one day.
7. We'll spend about two hours at the museum.
8. Then we'll have dinner together.
9. After dinner we'll go to a movie.
10. We're going to have a full day.

16. Change the sentences in Exercise 15 to questions.

17. Change the sentences in Exercise 15 to negatives.

18. We're going to Washington, D. C. on a sightseeing trip. The bus leaves here at 9:00 A.M. It arrives in Washington at noon. We stay there three days. On the return trip, the bus leaves at 6:00 PM. We arrive here at 9:00 in the evening.

The plane	is leaving	at nine tomorrow morning.
The plane	leaves	at nine tomorrow morning.
Present verb forms are sometimes used to express future time when the action is scheduled for a definite time.		

19. Repeat and answer the question:

1. What time does your train leave on Saturday?

(Repeat with *bus, plane, taxi, boat.*)

2. What time is the lecture tomorrow?

(Repeat with *play, concert, movie, class, trip.*)

20. Repeat the sentences after the teacher:

Around the World in Two Class Hours

This morning we're going to take an imaginary trip around the world. We've bought our tickets; we've packed our suitcases; we're ready to go. We are leaving by plane for San Francisco at noon today (Friday). We'll have dinner on Fisherman's Wharf in San Francisco tonight.

Repeat and answer the questions:

1. Are we going to take an imaginary trip around the world?

2. Have we bought our tickets?

3. Have we packed our suitcases?

4. Are we ready to go?

5. When did we decide to go?

6. Where did we decide to go?

7. Where will we have dinner tonight?

We'll take a plane for Hawaii from San Francisco Saturday noon. We'll arrive in Honolulu tonight. We'll swim on Waikiki Beach on Sunday, and we'll see the island by car on Monday.

Then we'll fly to Japan. We'll spend a week there. We'll shop in the Ginza; we'll see shrines and gardens in Kyoto; we'll see the Great Buddha in Kamakura. We'll eat a lot of sukiyaki in Japanese restaurants before we leave.

8. When will we go to Hawaii?

9. How will we go to Honolulu?

10. Where will we swim in Honolulu?

11. When will we see the island by car?

12. How much time will we spend in Japan?

13. What will we see in Kyoto?

14. What will we see in Kamakura?

15. What will we eat in Japan?

16. What is our next stop?

Our next stop is Hong Kong. We'll see the Chinese Theater in Hong Kong, and we'll take a trip by sampan to a floating Chinese restaurant. We'll see the jade collection in the Tiger Balm Gardens in Hong Kong.

Then we'll go to Bangkok. We'll sightsee by boat, by three-wheeled bicycles (*trishaws*), and on foot. We'll visit the markets in the morning,

20. (Continued)

we'll go to the temples in the afternoon, and we'll go to the Thai Classical Theater at night.

Then let's take a boat to Singapore. We'll feed monkeys in the Botanical Gardens in Singapore. We'll continue by boat to Ceylon. We'll swim and read and rest on the boat. We'll fish for sharks in the Red Sea.

We'll stop at Cairo. We'll ride on camels to see the Pyramids and the Sphinx. Then we'll go to Athens, Rome, Monte Carlo, Vienna, Geneva, Paris, and London before we come home.

21. Change the *we* questions in Exercise 20 to *he* questions:

II. Word order (cont.)

22. Repeat the following sentences, putting the words in the usual order of object, place word, time word:

- | | |
|----------------|--|
| 1. We bought | a plane ticket
today
for San Francisco |
| 2. We saw | in Hong Kong
two weeks later
the jade
in the Tiger Balm Gardens |
| 3. Frank lost | in his hotel
in Bangkok
his wallet
one morning |
| 4. He found it | that night
in his jacket
in the closet |
| 5. We visited | on Sunday
the Royal Palace
in Bangkok |
| 6. We ate | on Sunday
at a hotel
curry with bananas
in Ceylon |
| 7. We saw | in the harbor
many ships
at Singapore |

23. Change the verbs in the sentences above to present time (*every day* and *now*); future time (*will* and *going to*) and *have* and past participle.

24. Build sentences about the rest of the trip, by answering some of the following questions:

What did we do?

What did we see?

Where did we do it?

What did we eat?

When did we do it?

What did we enjoy?

25. Describe one thing you saw on the trip:

For example: I saw dolphins.

I saw dolphins in the Red Sea one afternoon

I went to St. Peter's three times.

26. Practice plurals by repeating and adding to the following sentences:

1st Student: On my trip, I'll take three books.

2nd Student: On my trip, I'm going to take three books and six shirts.

3rd Student: On my trip, I'll take three books, six shirts, and two cameras.

4th Student: On my trip, I'm going to take three books, six shirts, two cameras, and two coats.

And so on

27. Following the word order pattern in Exercise 25, write ten sentences about your trip around the world.

28. Following the word order pattern in Exercise 25, write ten sentences about a trip you have taken.

PRONUNCIATION

I. Consonants /t, θ/

II. Consonants /d, ð/

III. Stress (cont.)

I. Consonants /t, θ/

For /t/ the tip of the tongue touches the gum ridge behind the upper teeth, not the teeth themselves as in Hungarian. Also, /t/ is aspirated at the beginning of a word.

1. Repeat these words after the teacher:

team	tick	tank	wit
tin	tug	true	bat
tie	torn	trash	boat

The sound /θ/ is a fricative: the air squeezes through a narrow space between the tip of the tongue and the upper teeth.

2. Repeat these words after the teacher:

theme	thick	thank	with
thin	thug	through	bath
thigh	thorn	thrash	both

3. Repeat these pairs of words with /t/ and /θ/ after the teacher:

team - theme	tick - thick	tank - thank
tin - thin	tug - thug	true - through
tie - thigh	torn - thorn	trash - thrash

4. Repeat these sentences after the teacher:

1. A: Will you please tell me the time?

B: It's exactly two-thirty-three.

2. A: Thanks a lot:

I thought it was about two-ten.

I think I've missed my train.

It's the third time in a month.

B: Is it the Heathcote train?

The two-twenty-three?

We've *both* missed it.

3. A: The next one's at three.

B: It's only thirty minutes.

4. A: Do you want something to read?

I'm through with the *Times*.

B: Thanks, I don't have anything.

II. Consonants /d, ð/

For /d/ the tip of the tongue touches the gum ridge behind the upper teeth as for /t/, not the teeth themselves.

5. Repeat these words after the teacher:

"d"	die	den	did	decide
dough	day	ladder	David	dialed
doze	dare	fodder	dad	divided

The sound /ð/, like /θ/, is a friction sound: the air squeezes between the tip of the tongue and the upper teeth.

6. Repeat these words after the teacher:

the	these	{	there	then	mother, father
this	those		their	other	breathe
that	they		they're	either	bathe

7. Repeat these pairs of words with /d/ and /ð/ after the teacher:

day	-	they	dare	-	there, their, they're
den	-	then	fodder	-	father
dough	-	though	ladder	-	lather
doze	-	those	load	-	loathe

8. Repeat these short dialogues after the teacher:

1. A: That was a delicious dinner.
B: I'm glad you enjoyed it.
2. A: Are they there yet?
B: They're due at midnight.
3. A: Their friends needed their help.
B: What did they do for them?
4. A: That's the doorbell.
B: It's the doctor.
5. A: How's the weather outside?
B: It's rather damp and cold.
6. A: How old is that boy?
B: Older than the other.
A: They're brothers?
B: You know their father and mother.
You met them the other night.
7. A: What would you like to drink?
B: A coke, without ice please.
A: I'll get another glass, then.
There's ice in this one already.
B: Oh, don't bother.
Either way is good.

III. Stress (cont.)

Stress the important words in a sentence (the "content" words). These are usually *nouns*, *principal verbs*, *adjectives*, and *adverbs*. Do not stress the other words (the "function" words).

The stresses occur at regular time intervals. Pronounce the unstressed words rapidly and lightly.

Example:

Time	T	T	T	T
MR and	MRS.	BURNSide are	GIVING a	PARTY.
TAP your	PENCIL to the	RHYthm of an	ENGLISH	SENTence.
MISS	TANNenbaum	SAME	CLASS.	
	is in the			

9. Repeat these sentences after the teacher:

1. A: There goes Éva.

Don't you know Éva?

She's the tall brunéte.

With the matching handbag and hat.

The other girl is her roommate.

B: What's Éva's last name?

2. A: Her family name is Kovacs.

B: I know that I've seen her somewhere before.

3. A: You may have; she's a schoolmate of yours.

And she lives in a house just down the block.

You can see it from here: it's that apartment house.

B: This is a nice street, with all the trees.

9. (Continued)

4. A: And she's lucky to be so near school.

B: By the way, where does Miss Kovacs come from?

5. A: Eva's from Europe.

She was born in Hungary.

Do you know that she speaks both Hungarian and German?

She learned them both as a child.

But now, of course, she has to study English.

She's taking a course this semester.

And she tells me that she's working very hard.

But she has a lot of homework every night.

And once in a while there's a dance at the college.

She's studying pronunciation, vocabulary, and grammar.

Eva's friend, Miss Tannenbaum, is in the same class.

UNIT FOUR: Lesson Two

GRAMMAR

- I. can/can't
- II. could/couldn't
- III. had better
- IV. should
- V. must

I. can/can't

1. Repeat the following story aloud:

Mrs. Szabo has always been a leader. She was active in the work of her church in Hungary and now that she is in the U.S. she is just as active.

One morning she sat down at her telephone and called up ten friends. This is the conversation.

Mrs. S: Good morning, Mrs. Moore. Can you make six dozen cookies for the cake sale next month?

Mrs. M: My goodness! Six dozen cookies! What cake sale?

Mrs. S: We need a new roof on our church. The ladies of the parish are going to raise the money by selling cakes. Now, will you be able to make six dozen cookies for us?

Mrs. M: Well, yes, I guess I can.

Mrs. S: Thank you. Goodbye.

Mrs. Szabo continued her telephone calls. Six of the ladies on her list could help and four *couldn't*. Mrs. Szabo was satisfied. Thirty-six dozen cookies *would* be a good contribution to the cake sale.

2. Answer the following questions about the story:

- 1. Has Mrs. Szabo always been active in church work?
- 2. How many friends did she call up?
- 3. What did she ask for?
- 4. How many cookies did Mrs. Moore promise to bake.
- 5. Could all the ladies provide cookies?
- 6. Would thirty-six dozen cookies be enough?

3. Read the following conversation with the teacher:

Teacher: Did you understand the story?

1st Student: Oh, yes, I did. I understand English now. I can't pronounce all the sounds, but I can speak and understand some English now.

2nd Student: I can too. I couldn't speak English a month ago, but I can today.

Continue the exercise by answering these questions:

1. Can you speak English now?
2. Can you pronounce all the sounds?
3. Can you read English now?
4. Can you write English now?
5. Could you speak English last year?
6. Could you read English last year?
7. Could you write English last year?

II. could/couldn't

<i>can</i> adds the meaning of "ability" to the verb. It expresses present or future time.
<i>could</i> expresses ability in the past.
The negative forms are <i>can't</i> and <i>couldn't</i>.

4. Teacher (to 1st Student): Can you swim?

1st Student: Yes, I can. (or, No, I can't)

1st Student to 2nd Student: Can you swim?

Continue around the class until each student has asked and answered the question.

Continue with dive, play football, baseball, soccer, volley ball, tennis, golf . . .

play bridge, poker, pinochle

Continue with: the piano, the violin, the guitar, the mandolin, the zither

Continue with: sing ... bass, alto, soprano, tenor; opera, jazz, folk songs, popular songs

Continue with: speak ... Hungarian, English, French, German, Chinese, Japanese ...

5. *Teacher to 1st Student:* Could you swim ten years ago?

1st Student: Yes, I could. (No, I couldn't)

Continue as in Exercise 4

III. had better

6. Repeat the following conversation:

1st Student: What time does the movie begin?

2nd Student: At 8:00. It's 7:55. We'd better hurry.

1st Student: How much does the movie cost?

2nd Student: \$1.50. It's very expensive. Should we pay that much?

1st Student: No, we shouldn't. We can't afford it.

We'd better not go.

Now, exchange parts with the next student.

7. Repeat:

1. We'd better hurry. It's almost 8:00. It's late.

2. We'd better run.

3. We'd better get to the theater.

4. We'd better not go to the movie. It costs a lot.

5. We'd better not spend the money. We can't afford it.

6. We'd better not pay that much. It's very expensive.

<i>had better</i>	adds the meaning "It's a good idea to" to the verb.
-------------------	---

<i>had better not</i>	means "It isn't a good idea to"
-----------------------	---------------------------------

8. Repeat the questions. Answer them with the short form. Then with the longer forms:

Teacher: It's going to rain. Hadn't you better wear a hat?

1st Student: It's going to rain. Hadn't you better wear a hat?

Yes, I had. I'd better wear a hat.

The exercise continues with: take an umbrella; wear rubbers; wear a warm coat.

9. *Teacher:* You have a cold. You'd better go to bed early.

1st Student: I have a cold. I'd better go to bed early.

Teacher: You'd better not go to the party.

2nd Student: I'd better not go to the party.

Teacher: You'd better not go out.

You'd better not neglect your health.

IV. should

10. Repeat:

There's a good movie at the local theater. I want to see it. I have letters to write. I have work to do.

Teacher: What should you do? Should you write letters?

1st Student: Yes, I should. I should write letters.

10. (Continued)

Teacher: Should you work?
1st Student: Yes, I should. I should work.
Teacher: Should you go to the movies?
1st Student: No, I shouldn't. I shouldn't go.

And so on

Should adds the meaning of "It is right" or "It is a duty"
Shouldn't is the negative form.

11. Answer the questions with *Yes, we should* or *No, we shouldn't*:

Teacher: The movie costs \$2.00. It's very expensive.
Should we go?

Class: No, we shouldn't.

Teacher: Should we spend the money?
Should we pay \$2.00 for a movie?
Should we be careful of our money?
Should we save it?

12. Answer these questions:

Teacher: Should men be polite to ladies?

1st Student: Yes, they should.

Continue by answering and discussing these questions:

Should ladies be polite to men?
Should children obey their parents?
Should children be kind to animals?
Should men control the family spending?

V. must

13. Read the following story after the teacher:

Mr. X had a camera. He took pictures of everything.
One day he went to a famous museum. He had his camera as usual.
But he saw a large sign which said:

Rules and Regulations for Visitors

1. You must check your hat and coat.
2. You must leave books and packages in the checkroom.
3. You must not smoke in the museum.
4. You must not touch the pictures and statues.
5. You MUST NOT take pictures.

13. (Continued)

Mr. X was angry. He didn't like any of the rules, but the fifth regulation was the worst. He was very annoyed.

Answer these questions:

1. What must you do with your hat and coat at this museum?
2. Where must you leave your books and packages?
3. What mustn't you do?
4. What else mustn't you do?
5. What is the last thing you must not do?

<i>Must</i>	adds the meaning: <i>it is necessary</i>
<i>Must not</i>	adds the meaning: <i>it is forbidden</i>

14. Change the following sentences to *must* and *must not* sentences:

For example: I am forbidden to smoke here.
 I must not smoke here.

1. You are forbidden to walk on the railroad track.
2. You are forbidden to take pictures.
3. You are forbidden to smoke here.
4. It is necessary for me to pay my income tax.
5. It is necessary for one to stop for a red light.
6. It is necessary for him to drive slowly in the city.
7. It is necessary for him to obey the traffic regulations.
8. He is forbidden to park his car here after 11 a.m.
9. He is forbidden to leave his car near a fire hydrant.
10. It is necessary for him to pay a fine for illegal parking.

15. Repeat the following conversation:

A: May I ask a question?

B: Of course. What is it?

A: Which is correct:

I may be late to work tomorrow.

I might be late to work tomorrow.

B: They are both correct. Both *may* and *might* express possibility. *May* is also used for permission.

16. Repeat the following conversation:

A: Are you going to the skating party tonight?

B: I may be there, and I may not.

16. (Continued)

A: Don't you like to skate?

B: Of course I do, but I shouldn't go tonight. I have an examination tomorrow and I must study.

A: That's too bad. Can't you study this afternoon?

B: I might do that. I'd better start right away. Then I can go tonight.

A: All right. I'll see you there.

Affirmative	Negative	General Meanings
can	can't	ability; inability
could	couldn't	ability; inability
will	won't	promise, willingness; unwillingness
would	wouldn't	willingness; unwillingness
should	shouldn't	"right-or-wrong" - moral obligation
must	mustn't	necessity; It is forbidden
had better	had better not	It is advisable; It isn't advisable
may	may not	It is possible; It isn't possible
might	might not	It is possible; It isn't possible

17. Repeat these sentences:

A: We can go.

B: Can we go?

C: Yes, we can.

D: No, we can't. We can't go.

A: We could go.

E: Could we go? (And so on for each auxiliary)

18. Discuss these questions in class and write them out for homework:

1. What can a cat do?
2. What can't a fish do?
3. What could birds do that men couldn't do a hundred years ago?
4. What should a wife do for her husband?
5. What shouldn't a sixteen-year old boy do?
6. What must we all do some day?
7. What mustn't a motorist do?
8. What had we better not do on a rainy day?
9. What might happen on a windy day?
10. What may happen tomorrow?

PRONUNCIATION

I. Syllabic consonant /ŋ/ (cont.)

II. Vowels / ε, æ /

III. Stress (cont.)

I. Syllabic consonant /ŋ/ (cont.)

1. Repeat the following words after the teacher:

didn't	wouldn't	oughtn't	couldn't
hadn't	shouldn't	mightn't	

Repeat these words:

isn't	doesn't
wasn't	hasn't

2. Repeat these dialogues for the teacher:

- A: Isn't William here?
B: No. He wouldn't come.
- A: Didn't you bring your pen?
B: No. I couldn't find it.
- A: Didn't you say that you couldn't help us tomorrow?
B: I didn't mean I couldn't. I meant that I wouldn't have any time until the afternoon.
- A: Wouldn't you like to have a sandwich with us?
B: No, thank you. I wouldn't be able to eat any dinner.
- A: Shouldn't we start back?
B: Couldn't we stay a little longer?
- A: Pat and Jean couldn't make it.
B: We didn't really expect them. When they hadn't arrived by three, we knew that they wouldn't come.
- A: Doesn't Walter work here anymore?
B: I don't know. I haven't seen him lately.
A: I haven't heard from him for a month.
- A: Haven't you paid that bill yet?
B: No, I haven't.
A: Well hadn't you better pay it right away? I wouldn't wait any longer.

II. Vowels /ɛ, æ/

The vowels /ɛ/ and /æ/ are different because /ɛ/ is higher, closer to /e/ as in *bait*; /æ/ is closer to /a/ as in *box*. Also /æ/ is tense, while /ɛ/ is lax.

3. Repeat the following words with /ɛ/ after the teacher:

bet	bed	beg	pen	left	send
set	dead	been	ten	pest	lend
met	said	gem	men	bend	kettle

Repeat these words containing /æ/:

bat	bad	bag	pan	laughed	sand
sat	dad	ham	tan	past	land
mat	sad	jam	man	band	cattle

4. Repeat the following pairs of words after the teacher:

bet	bat	beg	bag	left	laughed
set	sat	hem	ham	pest	past
met	mat	gem	jam	bend	band
bed	bad	pen	pan	send	sand
dead	dad	ten	tan	lend	land
said	sad	men	man	kettle	cattle

Repeat the following sentences:

- A: Ben left last Wednesday.
B: He'll be back next Saturday.
- A: Did you pass the exam?
B: Well, not exactly.
- A: It can't happen.
B: I'll bet it can.
- A: How many men are on the staff?
B: Only one man and ten women.
- A: We have to get to the Embassy by seven.
B: We'd better grab a taxi.
- A: What was that crash?
B: A lamp fell.
The cat ran against it.
It's smashed.
A: That was an expensive accident.

4. (Continued)

7. A: Does anybody want anything else?
There's plenty of ham left.
And the rest of the salad.
B: It was the best ham I ever had, but that's all, thanks.
8. A: Who's that handsome gentleman?
B: Standing in the back?
With the red necktie?
That's Wendell Sanders.
He's the head of Kent Academy.
9. A: What's Ted laughing at?
B: It's something Sam said.
He said "phonetic" but he meant "fanatic."

III. Stress (cont.)

Contrastive stress emphasizes the difference between a word in a sentence and another word which could have occurred in its place.

Example: *Henry works in Chicago.* means, for instance, *Not John.*

Henry works in Chicago. means, for instance, *He doesn't play there.*

Henry works in Chicago. means, for instance, *Not New York.*

5. Repeat these sentences after the teacher:

1. Henry works in a factory in Chicago. (*Henry*, not *Jack*.)
2. Henry works in a factory in Chicago. (He *works* there; he doesn't *sleep* there.)
3. Henry works in a factory in Chicago. (In a *factory*, not a *store*.)
4. Henry works in a factory in Chicago. (In *Chicago* not *New York*.)
5. Mister Harris speaks three languages. (*Mr.* Harris, not *Mrs.* Harris.)
6. Mister Harris speaks three languages. (*Mr. Harris* not *Mr. Jones*.)
7. Mister Harris speaks three languages. (He *speaks* them, but he doesn't *read* them.)
8. Mister Harris speaks three languages. (*three* not *two*)

6. Now repeat these dialogues:

1. A: Is Bob helping you?
B: No, Dick is.

6. (Continued)

2. A: I hear you're going to Denver tomorrow.

B: No, I'm going Wednesday.

3. A: Did you want to see Ethel and Susie this morning?

B: I wanted to see Ethel yesterday and Susie tomorrow.

4. A: Carolyn, please play the piano for us.

B: I can't play, but I can sing.

5. A: Are you good at arithmetic and drawing?

B: I'm good at arithmetic but not drawing.

6. A: Robert can't swim at all.

B: But he can swim. I've seen him.

7. A: I don't think your mother likes me.

B: She does like you. Where did you get that idea?

8. A: This little boy doesn't seem to like candy.

B: Why he eats a lot of candy, especially chocolate candy.

9. A: How long have you been teaching, Mr. Hudson?

B: I'm not a teacher; I'm a lawyer. Who told you I was a teacher?

UNIT FOUR: Lesson Three

GRAMMAR

- I. During-the-past: was/were + verb -ing*
- II. Before-the-past: had + past participle*
- III. have to*

- I. During-the-past: was/were + verb -ing*

1. Listen to the story. Answer the questions:

The Jones family took a vacation in June two years ago. There were four of them: John Jones, the father, Mary Jones, the mother, Jack Jones, the fourteen-year old son, and Mary Ann Jones, the eight-year old daughter.

They set out early in the morning in the family car. The Jones children had packed their own suitcases the night before. While their mother was making sandwiches, they packed their clothes. While their father was getting plenty of gasoline for the car, Jack and Mary Ann were in their rooms folding clothes and taking things out of bureau drawers. Mrs. Jones was very proud of her helpful children.

1. When did the Jones family take a vacation?
2. How many members of the family were there?
3. Who were they?
4. How old were they?
5. Did they take the family car?
6. Did they take suitcases?
7. Did Mrs. Jones pack some sandwiches?
8. Did Mr. Jones fill the gas tank?
9. Did the children pack their own suitcases?
10. What was Mrs. Jones doing while the children were packing?
11. What was Mr. Jones doing while the children were packing?
12. Was Mrs. Jones proud of her children?

The 'during-the-past' tense				
They were packing	while	their parents	were working.	
	while	their mother	was making	sandwiches.
	while	their father	was getting	gas.

II. Before-the-past: had + past participle

2. Continue to listen to the story:

The Jones family drove 300 miles the first day. They arrived at a motel in Vermont that night. They had written to this motel the month before, and the management had reserved a large cabin for them.

The 'before-the-past' tense		
They had written		the month before.
They had reserved	a cabin	before they arrived.

Mr. Jones went to bed after dinner. He was tired after driving all day. Mrs. Jones waited for the children. Mary Ann unpacked first.

She took out a pair of shoes, a tennis racket, and an old rag doll. She carefully unwrapped a little handkerchief and lifted out a small turtle. It was still alive.

Mrs. Jones said, "Where's your night gown? Where are your slippers? Where's your toothbrush? Why did you bring that turtle along? It will die out of water! You'd better let the turtle go. Let me see what you have brought."

She looked in Mary Ann's suitcase. It was full of her favorite story books, three more dolls, and two bathing suits. But Mary Ann hadn't brought a night gown. She hadn't brought a toothbrush. She hadn't brought clean clothes. She had done her own packing but she hadn't done it very well.

1. Who went to bed first?
2. Who waited for the children?
3. What did Mary Ann take out of the suitcase first?
4. What did she have in her handkerchief?
5. Was it still alive?
6. Had she brought a toothbrush? No, she hadn't.
7. Had she brought a night gown?
8. Had she brought any clean clothes?
9. What had she brought?

The three kinds of past time				
Past	(1) She	packed	her suitcase	last night. (past)
Durative Past	(2) She	was packing	it	while her mother was busy. (durative-past)
Before Past	(3) She	had packed	it	before she went to Vermont. (before-past)

3. Continue to listen to the story:

Mrs. Jones inspected her son's suitcase. He had brought his pajamas, but he had forgotten his toothbrush. He had brought only one pair of socks and one clean handkerchief.

1. What had Jack brought?
2. What had he forgotten to bring?
3. What had he left home?

Mrs. Jones was disappointed. She had been proud of her children the day before. She wasn't proud of them now.

4. Describe the activities in the Jones family:

1. What was Mrs. Jones doing while the children were packing?
2. What was Mr. Jones doing while his wife was busy?
3. What were the children doing while their father was getting ready?

On the highway that day, Mr. Jones drove the car. Mrs. Jones consulted a road map. Jack Jones sat in the back with his sister. He counted the other cars. Mary Ann held her doll.

5. Tell about the Jones family in this way:

While Mr. Jones was driving, Mrs. Jones _____
 Jack Jones sat in the back and _____ while Mary Ann _____.

III. have to

6. Continue to listen to the story:

The next morning Mrs. Jones took Jack and Mary Ann to town. They had to buy toothbrushes, socks, nightgowns. They had to spend almost ten dollars.

Before they went back to the motel, Mrs. Jones asked them, "Are you sure you have everything? We won't be able to go shopping after we get to camp. We have to buy everything today."

The children checked their packages. They had everything. They didn't have to buy anything else.

6. (Continued)

1. Where did Mrs. Jones take Mary Ann and Jack?
2. When did she take them there?
3. What did they have to buy?
4. How much did they have to spend?
5. Will they be able to shop when they get to camp?
6. Do they have to buy everything today?

You	have to	study	every day.
You	are having to	study	now.
You	had to	study	yesterday.
You	will have to	study	tomorrow.
You	are going to have to	study	tomorrow.
You	have had to	study	since last month.
You	had had to	study	before you entered college.

Have to has the same meaning as *must*. *Don't have to* means *it isn't necessary*, while *must not* means *it is forbidden*.

7. Repeat the following sentences using a different subject each time:

1. I'm going to have to pack my suitcase.
 (you) (we)
 (he) (they)
 (she)
2. He has to be there at 9:00.
 (she, we, you, I, they)
3. They didn't have to be there yesterday.
 (you, he, she, we)
4. Have you had to write many letters?
 (he, she, we, they)

8. Answer the following questions and discuss the ideas:

1. What does a man have to do every day?
2. What doesn't a man have to do if his wife is a good housekeeper?
3. What does a good wife have to do to keep her family happy?
4. What do the children have to do?

Continue with *should*, *had better*, etc.

PRONUNCIATION

I. Vowels /u, ʊ/ (cont.)

II. Comprehension (cont.)

I. Vowels /u, ʊ/ (cont.)

1. Repeat each sentence after the teacher:

Susan: Look who's here!

Lou: Who, Susan?

Susan: It's June!

Lou: It's true! So good to see you June!

June: And you too, Lou.

Lou: June, what's new?

Susan: I'll put your hat on this hook.

Lou: That's a beautiful blue hat!

Susan: And cute blue shoes.

June: Whew, what humidity!

Lou: Come in this room, it's cooler.

Would you like something cool to drink?

June: Thanks, Lou, I would.

Susan: Let's put on some music.

June: That's that new tune.

Lou: Here's your drink, June. And yours, Sue.

June: Thanks, Lou. Oh, that's good!

I knew that you'd moved, but this place is beautiful.

Susan: Oh, it's just two rooms.

June: But look at that view!

How have you two been?

Lou: Pretty good. And you?

June: Good too.

Lou: June, stay and have some food with us.

Susan: Yes, do. It's all cooked. We'll eat soon.

Lou: Then should we see a movie? We usually do on Tuesday.

June: Good. An air-cooled movie.

Susan: Lou pull out the table. Then would you get some spoons for soup?

II. Comprehension (cont.)

The teacher will read the following dialogue to you and then ask the questions which follow (and perhaps others). Please close your book while he does so. Then he will assign parts to students to read aloud.

II. (Continued)

A Telephone Conversation

(Fred calls his friend Anne to ask her for a date. Anne answers the telephone.)

Anne: Hello.

Fred: Hello, Anne. How are you?

Anne: Pretty well, thanks. And you?

Fred: I'm all right. I heard your mother had a bad cold last week. Is she better now?

Anne: Oh, yes. A lot better, thank you. In fact, she's been up and around doing housework since early this morning.

Fred: Tell me, Anne, are you going to be free this Saturday night?

Anne: Yes, I think so.

Fred: I hoped you might want to go to the theater with me. I have tickets to a very good play. It's *Cat on a Hot Tin Roof*.

Anne: Oh, I'd like to see that, Fred. Thank you very much. I'll be glad to go with you.

Fred: Shall I call for you at seven-thirty?

Anne: Yes, that'll be a good time to come. Goodbye, Fred, and thanks again.

Fred: Goodbye, Anne. I'll see you Saturday.

Questions:

1. Who made the phone call?
2. Who answered the phone?
3. What was wrong with Anne's mother last week?
4. Where did Fred want to take Anne?
5. How did Fred describe the play?
6. What did Anne reply?
7. What day is their appointment?
8. What time will Fred call for Anne?

UNIT FIVE: Lesson One

GRAMMAR

- I. Want to/verb, want you to/verb*
- II. Tense review with want you to/ verb pattern*
- III. How questions*
- IV. Why questions*

I. Want to/verb, want you to/verb

1. Answer the following questions:

1. Do you remember the Jones family? (See Unit IV)
2. Did they take a vacation every year?
3. Did they go in the family car?
4. Where did they go two years ago?
5. What had the children forgotten to bring?
6. What did they bring?

2. Listen to the following story. Answer questions about it.

The Jones family took another trip last summer. Mrs. Jones decided that this trip would be different. Mr. Jones decided that this trip would be more successful.

Mr. Jones spent the day before the trip in the local garage. He and the mechanic checked the car very carefully. It was a new station wagon, and it was in good condition, but Mr. Jones wanted to be sure of everything. He wanted the car to be in perfect condition. He didn't want it to break down on the highway. He wanted his new station wagon to take him and his family safely through the vacation.

1. Where did Mr. Jones go the day before the vacation?
2. Who worked with him?
3. What did they do to the car?
4. What did Mr. Jones want to be sure of?
5. What condition did he want the car to be in?
6. What kind of car was it?
7. What didn't he want the car to do?
8. What did he want the car to do?

3. Continue with the story. Then answer questions:

Meanwhile Mrs. Jones was at home. She was supervising the children's packing. She started with Mary Ann. She said, "Now, Mary Ann, you're a big girl this year, and I want you to be sensible. I want you to leave all your pets and all your toys at home. I don't want you to take a turtle in your suitcase. I want you to take a toothbrush. I don't want you to carry a mouse in your pocket. I want you to put a package of tissues there. And be sure to take at least six pairs of clean white socks. Now I'm going to see what your brother is doing."

1. Where was Mrs. Jones?
2. What was she doing?
3. Who did she start with?
4. What did she tell Mary Ann to put in her suitcase?
 - (a) I want you to
 - (b) I don't want you to
5. What did she tell Mary Ann to carry in her pocket?
 - (a) I want you to
 - (b) I don't want you to

4. Continue with the story:

Mrs. Jones went to her son's room. She was just in time. Jack had finished his packing. He had put his clean shirts in the bottom of the suitcase and an extra pair of shoes on top of the shirts. Then he had dropped three baseballs on top of the shoes.

Mrs. Jones changed all of this. "Jack Jones! I'm ashamed of you! I want you to take all those things out of your suitcase and start again. I expected you to pack better than that. I don't want you to take these baseballs. You'll only lose them. There will be plenty of sports equipment at the camp where we're going. And I want you to put the shirts on top. Please put your shoes on the bottom. And don't forget your toothbrush."

1. Did Mrs. Jones go to her son's room in time?
2. Was Jack still packing?
3. Where had he put his shirts?
4. What had he put on top of his shirts?
5. What had he put on top of the shoes?
6. What did his mother say?

She said, "I want
I expected
I don't want
There will be
I want
Please
Don't"

5.

We	want		to go (and we go.)
We	want	you	to go (and you go.)

The *second subject (you)* is followed by *to + verb*.
The *second subject* may be a noun or pronoun.
If it is a pronoun, it will have this form: *me, you, him, her, it, us, them*.

Repeat the sentence and supply a different subject:

Teacher: I want to see the movie.

Class: I want to see the movie.

Teacher: My friend.

Class: I want my friend to see the movie.

Continue with: *my family, my sister, my brother, them, him, her, you.*

6. Repeat the following questions and change the second subject to a pronoun:

Teacher: Do you want John to see the movie?

Class: Do you want him to see a movie?

Continue with: *Elizabeth, Mrs. Jones, Mr. Jones, the two boys, the class (us), the teacher (you).*

7. Repeat the following sentences:

I	want	you	to help me.
I	would like	you	to help me.
I	expect	you	to help me.
I	ask	you	to help me.

8. Change the following sentences to negatives:

1. He wants us to see the movie.
2. They expect us to see the movie.
3. They ask us to see the movie.
4. He would like us to see the movie.
5. He'll want us to go tomorrow.
6. They expected us to see the movie.
7. They have asked us to go.
8. We wanted you to do it.
9. They are asking us to do it.
10. We had expected them to say no.

9. Complete the sentences from the story:

1. Mr. Jones wanted his car to be _____.
Mr. Jones wanted his new station wagon to take _____.
Mr. Jones didn't want his car _____.
2. Mrs. Jones wanted Mary Ann to take _____.
Mrs. Jones wanted Mary Ann to leave _____.
She didn't want Mary Ann to _____.
She wanted Mary Ann to _____.
3. Mrs. Jones wanted Jack _____.
Mrs. Jones didn't want _____.
Mrs. Jones expected _____.

10. Add a second subject to the following sentences:

For example: I want to go. (you)...I want you to go.

1. Mr. Jones wanted to be in good condition. (the car)
2. Mrs. Jones didn't want to take a turtle. (her daughter)
3. Mrs. Jones wants to leave the baseballs at home. (her son)
4. Mrs. Jones expects to pack well. (her son)
5. We want to go on a picnic. (our friends)
6. We expect to find a good place. (them)
7. We don't want to bring any of the food. (them)
8. We expect to be satisfied with the arrangements. (them)
9. We want to be near a lake. (the picnic)
10. We expect to know a place near a lake. (our friends)

11. Change the sentences in Exercise 10 to questions. Make one question with one subject and the next with two:

For example: Did Mr. Jones want to be in good condition?
Did Mr. Jones want his car to be in good condition?

II. Tense review with want you to/verb pattern

12. Change the verbs in the following sentences to fit the time expression:

For example: Mr. Jones wants the car to be in good condition (two days ago)
Mr. Jones wanted the car to be in good condition two days ago.

1. Mr. Jones wants the car to be in good condition.
(yesterday, since he bought it, before he bought it)
2. Are you expecting the weather to change?
(every day, yesterday, next month, since last summer)

12. (Continued)

3. Mary Ann doesn't want her mother to supervise her packing.
(tomorrow, since her 10th birthday, yesterday, before the trip two years ago)

13. Make a list of ten things you want to do. Then make a list of ten things you want someone else to do.

III. How questions

14. Read the following story:

The Jones family went to their favorite camp in Vermont for their annual vacation. The days passed swiftly and happily.

Then one morning, while Jack Jones was swimming, he cut his foot on a rusty tin can. His mother applied first aid immediately. She put disinfectant on the cut and then bandaged the foot firmly. Then Jack's father helped the boy into the station wagon, and drove him rapidly to the nearest hospital, ten miles away.

They had to wait for awhile because the doctors were busy. But finally a doctor examined Jack and gave him a tetanus shot. Then they re-bandaged his foot and put him to bed. They wanted to be sure that the wound was not infected.

Jack slept badly that night, but he was all right in the morning. The wound was not infected, and he went back to the camp. The Joneses were glad that it had all ended safely for Jack.

15. Repeat the following questions and answer them:

1. How was the vacation?
2. How did the days pass?
3. How did Jack cut his foot?
4. What did his mother do?
5. How did his father get him into the car?
6. How did he get to the hospital?
7. How did his father drive?
8. What did the doctors do?
9. How did Jack sleep?
10. How did he feel the next morning?
11. What did he do?
12. How did the accident end for Jack?

Question				Answer
How	did	they	get to the hospital?	By car.
How	did	Jack	hurt himself?	By cutting his foot.
How	did	his mother	fix his foot?	With a bandage.
How	did	his father	drive?	Quickly.
<i>How</i> is used for many questions which ask the way something is done, <i>by whom</i> or <i>what</i> , or <i>with what</i> .				

6. Repeat and answer the following *how* questions:

1. How did you come to the United States?
2. How do you go from this town to the next?
3. How do children travel?
4. How do sailors travel?
5. How do many Americans travel?
6. How do people in a hurry travel?
7. How did men travel in the 18th Century?

1. How do you pay for a bus ride?
2. How do you brush your teeth?
3. How do you wash your hands?
4. How do you fasten your coat?
5. How do you keep the rain away?
6. How do you open a locked door?
7. How do you light a cigarette?

1. How do you sing?
2. How do you dance?
3. How do you drive a car?
4. How do you work?
5. How do you play?
6. How do you swim?
7. How do you walk?

1. How do you learn a language?
2. How do you find a telephone number?
3. How do you locate a new address?
4. How do you save money?
5. How do you practice English?
6. How do you exercise?
7. How do you gain weight?

17. Ask *how* questions suggested by the following answers:

For example: by getting up early
 How do you do all your work? (or)
 How do you get to class on time?

- | | |
|-----------------------------|------------------------------|
| 1. with a camera | 1. (work) hard |
| 2. with a tea spoon | 2. (play) hard |
| 3. with a fork | 3. (drive) carefully |
| 4. with an auto horn | 4. (swim) well |
| 5. with a ruler | 5. (sing) loudly |
| 6. with chalk | 6. (dance) gracefully |
| 7. with a pen | 7. (eat) heartily |
| 8. with scotch tape | 8. (smoke) continuously |
| 9. with shoe laces | 9. (spend time) wastefully |
| 10. with a windshield wiper | 10. (spend money) generously |
| 1. by taxi | 1. by asking a friend |
| 2. by boat | 2. by saving money |
| 3. by ferry | 3. by reading a newspaper |
| 4. by canoe | 4. by taking long walks |
| 5. by bus | 5. by dieting |
| 6. by bicycle | 6. by practicing |
| 7. by train | 7. by asking questions |
| 8. by plane | 8. by sleeping late |
| 9. by helicopter | 9. by getting up early |
| 10. by car | 10. by writing letters |

18. Repeat the following questions and answers. Continue with your own questions and answers:

- 1st Student:* How did you come to school this morning?
2nd Student: By bus.
2nd Student: How do you write on the blackboard?
3rd Student: With chalk.
3rd Student: How do you learn to speak English?
4th Student: By imitating the teacher.

And so on

IV. Why questions

19. Read the following story:

Jack's little sister Mary Anne was very much interested in Jack's accident. When he returned from the hospital, she followed him around the camp asking questions. Jack answered her patiently at

19. (Continued)

first, but he soon grew tired of her questions. The conversation went like this:

Mary Anne: How do you feel, Jack?

Jack: O. K.

Mary Anne: Does your foot hurt?

Jack: A little. The tetanus shot hurt more.

Mary Anne: Why did they give you a tetanus shot?

Jack: In order to prevent infection.

Mary Anne: Why do they want to prevent infection?

Jack: Because an infection might be very serious.

Mary Anne: How

Jack: I don't know. I'm not a doctor. Will you please leave me alone? I'm tired.

Mary Anne left him alone for ten minutes. Then she began again.

Mary Anne: Why did you stay in the hospital all night?

Jack: Because the doctor wanted to be sure I was all right.

Mary Anne: Why didn't he keep you there for a week?

Jack: Because it wasn't necessary. Why do you ask such silly questions?

Mary Anne: In order to learn. How.....Why.....What.....

Jack: Never mind. You've learned enough for one day.

20. Read again the questions beginning with *why* and the answers to them.

Question					Answer
Why	are	you	going	to the city?	(Purpose) (1) in order to see my doctor (2) for a check up
					(Reason) (1) because it's time for my annual medical examination (2) because of the doctor's appointment
Why questions ask purpose <i>or</i> reason					

21. Complete the following *purpose* sentences:

1. We usually go to the drugstore for soap.
for _____

And so on

2. The Jones family went to Vermont in order to have a vacation.
in order to enjoy _____
in order to _____

And so on

22. Answer the following questions with expressions of purpose:

For example: Why are you learning English?
 In order to get along in the United States.
 Why do you ride a bicycle?
 For exercise.

1. Why do you work hard?
2. Why do you get up early?
3. Why do you shop at a supermarket?
4. Why are you going to the movies tonight?
5. Why do you practice English?
6. Why do you play chess?
7. Why do you exercise?
8. Why do you read good books?
9. Why do some men climb high mountains?
10. Why do some men explore new continents?
11. Why do babies cry?
12. Why do women buy new clothes?

23. Repeat the following *reason* sentences, and add others in the same pattern:

- | | |
|---------------------------------------|---|
| 1. We enjoyed the picnic
last week | because the weather was fine.
because our friends were there.
because the food _____
because we _____
because _____ |
| 2. We enjoyed the picnic
last week | because of the fine weather.
because of our friends.
because of the food.
because of _____
_____ |

26. (Continued)

The second car was the right price for him, but he didn't buy it. It was too small.

He didn't buy it because of _____.
in spite of _____.

The third car was a used car: a second-hand car. It was very cheap, but it was very old. It wasn't in good condition.

He didn't buy the third car although _____.
because _____.
because of _____.

The fourth car was big and expensive. He liked the size, but he didn't like the price. However, he needed a car, and he bought the fourth one.

He bought the fourth car although _____.
in spite of _____.
because _____.

27. Complete the following sentences by adding *because*, *although*, *because of* or *in spite of*:

1. It was a successful picnic _____ there was plenty of eat.
_____ the good food.
_____ it started to rain.
_____ the rain.

2. We're going to have a good time next summer _____ of the hot weather.
_____ we will have a vacation.
_____ the trip.
_____ we will have to work some of the time.

3. The boy refused to go to bed _____ he wanted to watch television.
_____ the early hour.
_____ his father's displeasure.
_____ he knew he ought to obey his parents,

4. The bus didn't stop for the passenger _____ he signalled to it.
_____ his signals.
_____ the driver's schedule.
_____ the driver was late.

26. (Continued)

5. One newspaper printed the story _____ it wasn't true.
_____ a promise not to print it.
_____ its news value.
_____ it was a sensational story.

PRONUNCIATION

- I. Consonant and vowel /r/
II. Consonants [v, w] (cont.)

I. Consonant and vowel /r/

English /r/ is really a kind of vowel sound: a vowel pronounced with the tongue curled back. The back of the tongue is low. The sides of the tongue press tightly against the upper teeth at the sides of the mouth. The tip of the tongue does not touch anything and does not move; it remains curled back.

1. Repeat the following words after the teacher:

read	rain	wrap	round	wrong	room
reach	rake	rat	rob	row	roof
	read	right			
ring	red	write	rock	roast	run
rib	rest	rhyme	raw	rook	rough

Repeat these short dialogues for you to practice:

- | | |
|---|---|
| 1. A: Ready yet?
B: Right away. | 2. A: Read this.
B: Who wrote it?
A: Randy did. |
| 3. A: It's raining.
B: Really?
A: Listen to the rain on the roof. | 4. A: Who just arrived?
B: Rita and Ruth. |
| 5. A: Did you remember?
B: Yes, I wrote him right away. | 6. A: Which room is it?
B: It's the room on the right. |
| 7. A: Did he rush?
B: He ran all the way. | 8. A: Did you ride or walk?
B: I rode. |
| 9. A: What time is it, Rudy?
B: Around nine. | |

2. Repeat the following words after the teacher:

shrink	try	price	bring	green	strong
shrewd	tree	pretty	break	group	street
friend	dry	practice	cross	grow	screen
afraid	drink	bridge	crash	straight	scratch

Repeat these short dialogues:

1. A: Is it brown?
B: No, green.
2. A: What was that crash?
B: I broke the cream pitcher.
3. A: She's pretty.
B: A dream!
4. A: He's a bright man.
B: He's brilliant!
5. A: Something to drink?
B: Bring me a coke, please.
And a straw.
6. A: Where does Frank live?
B: In Brooklyn.
7. A: Where does the train
leave?
B: From Grand Central.
8. A: Will he improve?
B: If he tries.
9. A: It looks straight.
B: But it's crooked.

3. Repeat these words:

near	{ fare fair	far	more	sure
fear	tear	bar	door	poor
tear	care	car	floor	tour

Repeat these short dialogues:

1. A: The sound is called 'r.'
B: Is it pronounced like the
Hungarian 'r'?
A: No, it's very different.
B: More like the French 'r'?
No, but it's really not
hard.
Just practice it carefully.
In a fairly short time you
have it.
2. A: What's the price of that
portable radio?
B: Fourteen-forty.
It's a real bargain.
A: I'm sure it is.
I'll charge it.
3. A: I'm sorry I'm late.
Been here long?
B: Hardly more than a minute.
I had trouble with the car.
It refused to start.
4. A: We're enjoying the party.
B: Some more root beer?
A: No more thanks, Mark.
B: Sure?
A: Well, pour me half a glass
then.

3. (Continued)

5. A: That's a pretty Christmas card.
 B: It's from my brother Harry.
 He's in Georgia.
 He sells insurance in
 Georgia and Florida.
 We were born and raised
 in North Carolina.
 I moved north just before
 the war.
6. A: Where are you driving to?
 B: To court, unfortunately.
 I got a parking ticket Fri-
 day morning.
 I parked in front of a
 hydrant.
7. A: Is it far to your apartment
 house.
 B: No, we're very near.
 It's right there on the
 corner.
 Here we are.

The /r/ in words like *first*, *third*, *learn*, *turn*, and the two *r*'s in *further* and *murder*, really act as vowels: they are the only vowels in these words. These *r*'s are made in the same way as the *r*'s you have been practicing: the tongue-tip is curled back and doesn't touch anything or move. The sides of the tongue are pressed against the teeth, and the back of the tongue is low.

4. Repeat these words after the teacher:

German	Sherman	circus	first	learn	nervous
church	search	third	turn	New Jersey	further
shirt	service	thirsty	burn	girl	murder

Repeat this sound in some short dialogues:

1. A: Do you speak German?
 B: I'm learning it.
2. A: What's burning?
 B: Turn off the toaster.
3. A: I'll see you at the church.
 B: When's the ceremony?
 A: At ten-thirty.
4. A: How's Sherman?
 B: Rather nervous.
 A: And Bert?
 B: Worse.
5. A: What are they worried
 about?
 B: Well, one is the bride-
 groom and the other's his
 friend.
6. A: What's your name?
 B: Mervin.
 A: And hers?
 B: Pearl.
 A: What work do you do?
 B: I'm a clerk.

4. (Continued)

7. A: I can't hear the radio
B: I'll turn it up.
A: Better?
B: Perfect.
9. A: This is really very hard.
B: But you can learn it.
A: It's certainly a long exercise.
11. A: Don't you want to work any more?
B: Frankly, I'm rather tired.
A: Then perhaps we can stop here.
8. A: What's wrong with your finger?
B: I burned it this morning.
I was making scrambled eggs.
I forgot that the frying pan was hot.
10. A: Who's that girl over there?
B: That's Mrs. Burns' daughter.
She wants to be a screen actress.
A: She's pretty enough to be a star.

II. Consonants [v, w] (cont.)

5. Repeat these sentences:

1. A: What'll we serve?
B: Veal. Wayne loves veal.
A: When'll they arrive?
B: I've invited them for a quarter after seven.
3. A: Where's last week's wonderful weather?
B: Vanished.
We're in for a wet November.
5. A: Who invented television?
B: It was the work of various men.
7. A: What do you say, "vase" or "vase"?
B: We say "vase."
But "vase" is very frequent also.
2. A: Hello Wayne, where's Vera?
B: Oh, Vera has the virus.
4. A: Do you ever wear a vest?
B: Oh, once in a while.
A: I've never seen one on you.
B: Why, I wore one last Wednesday.
6. A: When's the wedding?
B: On November the seventh.
A: Will she wear a white gown?
B: Yes, white velvet, with a veil.
8. A: "Vet" is used for "veterinarian."
B: And we use it for "war veteran" too.

UNIT FIVE: Lesson Two

GRAMMAR

I. Prepositions

II. I'll go, and she will, too

III. Review of tenses and modals

I. Prepositions

1. Read the following story aloud, adding the prepositions *in, on, at*:

The plane arrived _____ the airport _____ 4 a.m. _____ a rainy morning _____ April. The passengers left the airport by limousine and arrived _____ the city an hour later. Some of them registered _____ a hotel and took rooms _____ the 18th floor. The other passengers lived _____ the city. One lived _____ 625 West Street, and another _____ 59th Street.

Meanwhile the plane continued its flight. It made one more landing _____ Missouri this time. Then it went on, finally arriving _____ Los Angeles _____ the afternoon. It arrived there _____ the last day of April. Its next flight would be _____ May 1st.

2. Repeat after the teacher:

This is a circle.

There's a line *through* the circle.

There's an x *above* the line.

There's a y *under* the line.

There's a triangle *beside* the circle.

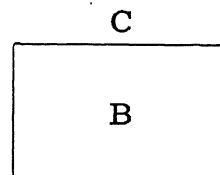
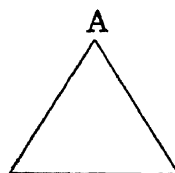
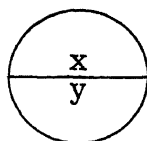
There's a rectangle *beside* the triangle.

The triangle is *between* the circle and the rectangle.

There's an A *at the top* of the triangle.

There's a B *inside* the rectangle.

There's a C *on* the rectangle.



3. Repeat and answer the questions:

1. Where is the line?

2. Where is the x?

3. Where is the y?

4. Where is the A?

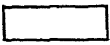
5. Where is the triangle?

6. Where is the circle?

3. (Continued)

- | | |
|----------------------------|-------------------|
| 7. Where is the rectangle? | 11. Is x under y? |
| 8. Where is the B? | 12. Is C over B? |
| 9. Where is the C? | 13. Is B over C? |
| 10. Is y under x? | |

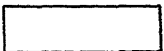
4. Locate the following:

For example:  Y 

The Y is *between* the rectangle and the triangle.

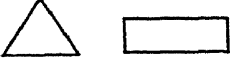
1.  The A is ____.

2.  The A is ____.

3.  The B is ____.

4.  The line is ____.

5.  The line is ____.

6.  The triangle is ____.

7.  The triangle is ____.

8.  The circle is ____.

9.  The square is ____.

10.  The square is ____.

5. Repeat:

1. We are in the classroom.
2. The ceiling is over us.

5. (Continued)

3. The floor is under us.
4. We are sitting on chairs.
5. I am walking to the door.
6. I am standing at the door.
7. I am coming through the door.
8. I am in the room.
9. My feet are on the floor.
10. My hand is on my head.

6. Repeat the questions and answer them:

1. Where are we?
2. Where is the ceiling?
3. Where is the floor?
4. What are we sitting on?
5. Where is the teacher walking?
6. Where is the teacher standing?
7. Where is the teacher going?
8. Where is the teacher now?
9. Where are your feet?
10. Where is your right hand?

II. I'll go, and she will, too

7. Repeat:

Kate: Elizabeth, why are you wearing your new dress?

Elizabeth: I'm going to a play with Paul.

Kate: I want to go too! If you go, I'm going too! If you're going to wear your new dress, I'm going to wear mine! If you're going to have a date, I am too. You're going to a play, and I am too!

Elizabeth: Not tonight. There is a good television program. George is watching it and you can too. You can have some ice-cream and he can too. You can have a party here. And on Saturday, if I go to the movies, you can go too.

Kate: Well, all right. But I *would* like to go with you tonight.

Paul	is going to a play	and Elizabeth	is	too.
Elizabeth	is going to a play	but Kate	isn't.	

8. Complete the following:

1. Elizabeth is wearing a new dress, but Kate _____.
2. Elizabeth is grown up, but Kate _____.
3. Kate is a child, but Elizabeth _____.
4. George is watching television, but Kate _____.

8. (Continued)

5. George can watch TV and Kate _____.
6. Kate is talking to her sister, but George _____.
7. Kate will have some ice-cream and George _____.
8. Elizabeth will go to the movies on Saturday and Kate _____.
9. Elizabeth will stay up late and Frank _____.
10. Elizabeth is happy and Frank _____.

9. Repeat these sentences:

1. George likes TV and Kate *does* too.
2. Kate likes TV but her aunt *doesn't*.
3. John wanted some pie and Elizabeth did too.
4. John wanted some pie but Elizabeth didn't.
5. I'll go with you and he will too.
6. I'll go with you but he won't.
7. He has lived here for three months and you have too.
8. He has lived here for three months but you haven't.
9. She can go and I can too.
10. She can go but I can't.
11. He is going, and she is too.
12. He is going, but she isn't.

Part One

Part Two

He	's		here	and	I	am	too
He	was		here	and	I	was	too
I	'd like	to go		and	she	would	too
He	can	go		but	we	can't	
He	likes	to read		and	I	do	too
We	visited		Washington	but	they	didn't	

Use the same tense of *be* in both parts of the sentence. An auxiliary used in the first part is used again in the second. *Do, does* or *did* substitute in the second part for all other verbs in the present or past tense.

10. Complete the following:

1. I'm going and you _____.
2. He's going but she _____.
3. You went but they _____.
4. She went but you _____.
5. She went and they _____.
6. We have seen it but he _____.
7. We have seen it and she _____.
8. We are going and he _____.

10. (Continued)

9. We are going to go and they _____.
10. You are going to go and we _____.
11. She is going to go but I _____.
12. They like to skate but I _____.
13. He likes ice-cream and I _____.
14. We study hard and he _____.
15. We study hard but he _____.
16. The teachers are here and the students _____.
17. The students come on time and the teachers _____.
18. Frank enjoys plays and Elizabeth _____.
19. Frank likes TV but his grandmother _____.
20. Elizabeth wants to go but George _____.

11. Look around the class. Notice similarities. Make statements about them:

For example: Paul is wearing a sweater and I am too.
 I'm from Budapest and Paul is too.
 I have a pencil and the teacher does too.

(Give at least two sentences)

12. Look around the class. Notice differences. Proceed as in Exercise 11.

For example: Paul is wearing a sweater but Frank isn't.
 Frank is from Budapest, but I'm not.

III. Review of tenses and modals

13. Repeat:

James was twelve years old, but John wasn't. James didn't like to go to bed early, and John didn't either. John didn't like spinach, and James didn't either, but James liked hamburgers and John did too. John didn't like girls (he said) and James didn't either. John didn't like to dress up and James didn't either. They were twins. However, John didn't like movies, but James did.

14. Repeat the above, using the *present* tense.

John	didn't go	and	James	didn't	either.
John	didn't go	but	James	did.	
James	went	and	John	did	too.
James	went	but	John	didn't.	
<i>Either</i> is used with the negative form in the second part, <i>too</i> with the affirmative, where the parts are joined by <i>and</i> .					

15. Complete the following:

1. He can't go and I _____.
2. She shouldn't go and you _____.
3. They don't want it and I _____.
4. I haven't read the book but _____.
5. You aren't going but I _____.
6. He didn't like the play but she _____.
7. They won't go but we _____.
8. They don't have tickets and he _____.
9. I couldn't go but _____.
10. He couldn't go and I _____.
11. They don't want to see the movie and _____.
12. They don't want to see the movie but _____.

16. Compare and contrast Hungarian and American food. Give as many sentences as you can:

For example: Americans eat a lot of hamburgers, but Hungarians don't.
 Hungarians don't eat a lot of hamburgers but Americans do.
 Hungarians drink coffee and Americans do too.

17. Compare and contrast yourself with another member of your family:

For example: My brother is always on time, and I am too.
 My brother is always on time, but I'm not.
 My brother isn't on time and I'm not either.

18. 1. She *can* speak English and he *can* too.
 (Change *can* to *should*, *want to*, *would like to*, *ought to*, *needs to*.)
2. He wouldn't like that picture and I wouldn't either.
 (Change *wouldn't* to *would*, *might not*, *could*, *might*, *ought to*.)
3. He plays tennis, but I don't.
 (Change *plays tennis*, to *played tennis*, *will play tennis*, *is going to play tennis*, *has played tennis*, *used to play tennis*.)
4. They want to go, and we do too.
 (Change *want to go*, to *had to go*, *could go*, *had better go*, *may go*.)
5. John can't dance but his wife can.
 (Change *can't dance*, to *won't dance*, *might not dance*, *didn't want to*, *isn't going to*, *wouldn't like to*.)

19. Change the verbs in the following sentences according to the time signals:

For example: He's a student. (yesterday)
 He was a student.

19. (Continued)

1. They are waiting for us. (yesterday, every day, since last month, next month, before they received our telegram, while we were trying to find a taxi)
2. Does the weather change? (since last week, before the snowstorm last week, next summer, now, last month)
3. We haven't had to tell them about it. (every day, yesterday, tomorrow)

PRONUNCIATION

- I. *Rhythm units*
- II. *Assimilation*
- III. *Comprehension (cont.)*

I. *Rhythm units*

- a. (') is heavy stress.
- b. (^) is medium stress.
- c. Other syllables are not stressed.
- d. (/.../) is a *Rhythm Unit*.

1. Repeat the following sentences after the teacher:

1. /The student./
2. /The student/ writes./
3. /The student/ writes/ every week./
4. /The new student/ writes a letter/ every week./
5. /The new student/ writes a letter/ to his friend/ every week./
6. /The new foreign student/ writes a letter/ to his friend/ in Europe/ every week./
7. /The new foreign student/ writes a long letter/ to his friend/ whose home's/ in Europe/ every week./
8. /The new foreign student/ that I told you about/ writes a long letter/ to his friend/ whose home's/ in Europe/ every week./

2. Now repeat *these* sentences after the teacher:

1. /The clerk./
 2. /The clerk/ worked./
 3. /The clerk/ worked/ in an office./
 4. /The clerk/ worked/ in an office/ downtown./
 5. /The clerk/ worked/ in an office/ downtown/ for years./
 6. /The clerk/ worked/ in an office/ downtown/ for many years./
 7. /The clerk/ who lived next door/ worked in an office/ downtown/
for many years./
 8. /The clerk/ who lived next door to me/ worked/ in a big office/
downtown/ for many years./
 9. /The clerk/ who lived next door to me/ in the same apartment house/
worked/ in a big office/ downtown/ for many years./
3. 1. /Ted's/ an engineer./
2. /Ted's/ an electrical engineer./
 3. /Ted's/ an electrical engineer/ from Chicago./
 4. /Ted/ who(m) you were introduced to/ is an electrical engineer/
from Chicago./
 5. /Ted/ who(m) you were introduced to/ last night/ is an electrical
engineer/ from Chicago./
 6. /Ted/ who(m) you were introduced to/ at the party/ last night/ is an
electrical engineer/ from Chicago./
 7. /Ted/ who(m) you were introduced to/ at the cocktail party/ last
night/ is an electrical engineer/ from Chicago./

1. All English sentences are made up of rhythm units.
2. Each rhythm unit contains one content word with a heavy stress. It may also contain other content words with medium stress.
3. The other words in the rhythm unit—the function words—are unstressed and spoken quickly and lightly.
4. Long sentences need not be said in one breath, but can be divided into these shorter units between which the student can pause.

4. Repeat these long sentences after the teacher. He will divide the sentences into rhythm units:
 1. That very important statesman that I read about in the newspapers, is going to fly to San Francisco by plane tomorrow, on urgent business.
 2. That little old lady dressed in black, who's a retired school teacher, visits the library every day.
 3. Does that little old lady dressed in black, who's a retired school teacher, visit the library every day?
 4. We're going to go to a charming little restaurant downtown, for a late dinner after the theater, this evening.
 5. Mr. and Mrs. Smith, who are old friends of mine, met me at the railroad station to help me with my baggage and to drive me home in their car.
 6. That author, who(m) you were introduced to at my home last week, is writing a book about his travels in Europe.
 7. Los Angeles, which is a large city in California on the Pacific coast, is famous for its motion picture industry.
 8. Stephen, who moved in across the street last week, has a job as a shop foreman in a large industrial plant downtown.
 9. John Holiday, who drives too fast, got a fifteen dollar speeding ticket the other day from a motorcycle policeman.
 10. Louis Armstrong, one of the most famous jazz musicians in the world, has just returned from a successful tour of Europe.

II. Assimilation

5. Repeat the following sentences after the teacher:

- | | | | |
|-------------------------|---------------|----|--------------|
| 1. Can't you? | [kænt yu] | or | [kæntʃə] |
| 2. Won't you? | [wɒnt yu] | or | [wɒntʃə] |
| 3. Wouldn't you? | [wʊdn̩t yu] | or | [wʊdn̩tʃə] |
| 4. Eat your food! | [i't yur fud] | or | [i'tʃr̩ fud] |
| 5. Put your books down. | [pʊt yur ...] | or | [pʊtʃr̩ ...] |
| 6. Don't you like him? | [dɒnt yu ...] | or | [dɒntʃə ...] |

When the sound [t] is followed by the sound [j] the combination is often pronounced [tʃ]. In the same way [d] and [j] together are often pronounced [dʒ]. This assimilation occurs especially in rapid speech. The vowel following is often reduced to [ə].

5. (Continued)

Repeat these sentences after the teacher:

- | | | |
|-------------------------------------|-----------------|------------------|
| 1. Could <u>you</u> ? | [kúð yu] | or [kúðzə] |
| 2. Would <u>you</u> ? | [wúð yu] | or [wúðzə] |
| 3. Did <u>you</u> go? | [díð yu...] | or [díðzə...] |
| 4. I <u>had</u> your pen yesterday. | [...hæð yur...] | or [...hæðzɹ...] |
| 5. Should <u>you</u> go? | [ʃúð yu...] | or [ʃudzə...] |
| 6. I <u>read</u> your paper. | [...rɛðyur...] | or [...rɛðzɹ...] |

6. Repeat these sentences after the teacher:

1. A: What's your name?
B: Excuse me. What did you say?
2. A: Could you help me, please?
B: Certainly. What did you want?
3. A: I played your piano yesterday.
B: Did you like it?
4. A: Why don't you study harder?
Could you use some help?
B: Yes, I could. Could you help me?
5. A: Put your things away.
B: O.K. Did you see my papers anywhere?
6. A: Did you put your papers in the desk?
B: I don't think so. Would you look again?
7. A: Won't you come along with me?
B: Sure. Where?
A: Wouldn't you like to take a walk?
B: Sure. I'll meet you in five minutes.
8. A: Did you eat your sandwich?
B: No. Not yet.
9. A: Where did you go yesterday?
B: I met your friend, Charlie.
A: Did you? What did you do?
B: We went to see a movie.
A: What did you see?
B: "Jungle Boy."
10. A: Why did you choose white shoes?
B: Why not? Don't you like them?

III. Comprehension (cont.)

Walking Around Downtown Manhattan

7. New York is one of the most interesting cities in the world. If you like to take long walks, New York, with its eight million people, has many places to visit and see.

For instance, there is the financial and business district downtown. This is the old part of the city with many narrow winding streets. These streets have strange and interesting names like Pine Street, Market Slip and Maiden Lane.

Nearby, is Chinatown with its many Chinese restaurants and little curiosity shops.

Over on the Lower East Side is a vast neighborhood that was the home for many new immigrants from Eastern Europe. On Orchard Street you can find push-carts and open bazaars selling every kind of product.

A little further west is Mulberry Street with its old Italian quarter. Here, on the Feast Day of St. Genaro in August, you will find large crowds of people dancing to brass bands in the street. Also, there are many open shops selling pizza, fresh clams, seafood, and cafe espresso.

On the west side of downtown New York is Greenwich Village. This section is famous as a center of arts and crafts. Many famous painters and writers live and work in this neighborhood. There are little shops that specialize in leather-crafts, metal-work and special types of jewelry.

All these places and many other interesting neighborhoods can be found in lower New York by just walking.

1. How many people live in New York City?
2. How many neighborhoods are mentioned in the story?
3. What can be found in each of the neighborhoods?
4. What month is the Feast Day of St. Genaro?
5. In what neighborhood is the feast day celebrated?
6. Where do the artists live?
7. What kind of strange and interesting names can be found in the financial district?
8. What can be found in Orchard Street?
9. Where is Orchard Street?
10. Describe any other interesting neighborhoods in New York that you know of.

UNIT FIVE: Lesson Three

GRAMMAR

1. Change the following single words to plural words:

one boy	six boys
one girl	_____
one baby	_____
one man	_____
one woman	_____
one child	_____
one sheep	_____
one mouse	_____
one leaf	_____
one wife	_____

2. Begin the following sentences with *there is* or *there are*:

_____	_____	good news in the paper today.
		people at the door.
		a lot of red ink in my pen.
		a lot of students in this class.
		a little money in my pocket.
		butter on this bread.
		two pounds of butter in the kitchen.
		a lot of information in this book.
		some advice for you in this book.
		some women in the class.
		a cat and a dog in the house.

3. Read the following sentences and include the appropriate quantity word:

For example: They don't have (much, many) time.
 They don't have much time.

1. I don't have (much, many) money in my pocket.
2. I have (a little, a few) dollars and (a little, a few) change.
3. I'm afraid that I can't lend you (very much, very many) money.

3. (Continued)

4. He has (a little, a few) homework to do. He has (a little, a few) more sentences to write.
5. Here is our shopping list: Butter, bread, eggs, apples, coffee, sugar.
We need a little _____
We need a few _____

4. Change the following sentences from singular to plural:

For example: A man lives on this street. _____
 Men live on these streets. _____

1. A young girl has an interesting life.
2. This cat likes to fight with that dog.
3. Some news is good, and a news story is often cheering.
4. This sheep gives very good wool.
5. That house belongs to a rich man.

5. Change the statements to yes/no questions:

For example: We are students.
 Are we students?

1. Mrs. Jones is a high school teacher.
2. She teaches economics.
3. She's married to a lawyer.
4. She has five children.
5. Her husband works in the city.

6. Ask information questions about Mr. and Mrs. Jones. Use:

1. What or who
2. What
3. Who(m)
4. How many
5. Where

7. Write out and repeat the following sentences. Use basic word order:

- | | |
|----------------------------|--|
| 1. Mrs. Jones drives | to school/ always/ her car |
| 2. Mr. Jones doesn't drive | to work/ his car |
| 3. He leaves | safely/ it/ every day/ in the garage |
| 4. He takes | from the station/ every morning/
a train/ at 7:30 |
| 5. The children | always/ at 7:15/ "good bye"/ five/
to him/ say |

7. (Continued)

- | | |
|----------------------------------|---|
| 6. He | to the station/ quickly/ runs/ then |
| 7. The station clock | the time/ him/ tells |
| 8. His friends | "Well, you made it"/ say/ every morning/ to him |
| 9. Now read sentences 1-8 again. | They tell a connected story. |

8. Complete the following sentences by changing nouns to pronouns and by supplying possessive and objective forms:

For example: Mrs. Jones has _____ car with _____. It's _____.
She has her car with her. It's hers.

- | | | |
|---------------------------------|--------------------|----------------|
| 1. The cat has _____ milk | in front of _____. | It's _____. |
| 2. John has _____ camera | with _____. | It's _____. |
| 3. Mary has _____ handbag | with _____. | It's _____. |
| 4. The boys have _____ bicycles | with _____. | They're _____. |

Continue with

- | | | |
|------------------------|-------------|----------------|
| 5. I have _____ camera | with _____. | It's _____. |
| 6. You _____ camera | with _____. | It's _____. |
| 7. We _____ cameras | with _____. | They're _____. |

9. Change to negative statements:

For example: I hear something.
I don't hear anything.

1. He has some stamps.
2. We have some money.
3. There is somebody at the door.
4. (Who's at the door?) Somebody.
5. I want something to eat.
6. We went everywhere.
7. We did everything.
8. We saw everybody.
9. They have seen some plays.
10. We had read some books about him before we met him.
11. They will want you to say something.
12. I have always wanted to do that.

10. Complete the following comparisons with the suggested adjectives and adverbs:

1. Cities have (many people) than towns.
2. Cities have (big buildings) than towns do.

10. (Continued)

3. Cities have (much traffic) than towns.
4. They have (little open space).
5. Cities have (long streets) than towns.
6. Cities have (wide streets) than towns.
7. City people work (hard) than country people do.
8. City people live (busy) lives, too.
9. They keep (late hours) than farm people do.
10. They also have (interesting sights) than people in small towns do.

11. Boys and girls are the same in many ways:

1. Boys study _____ (much) _____ girls do.
2. Boys work _____ (hard) _____ girls do.
3. They grow _____ (fast) _____ girls do.
4. They talk _____ (much) _____ girls do.

12. Susan is the baby of the family.

1. Susan is _____ (young) of the family.
2. Susan is _____ (small) of the family.
3. Susan is _____ (pretty) of the family.
4. Susan is _____ (charming) of the family.

UNIT SIX: Appendix

GRAMMAR

A summary of the structural signals of spoken American English grammar.

I. Introduction

Unit Six summarizes the grammar patterns presented in the first five units. It also suggests, without development into lessons, those patterns that should normally be taught, once the student has mastered the structures of the first five units, which cover the basic elements of the English sentence as they contrast most immediately with those of Hungarian.

The following elements have been introduced in Units I-V. They will be included in the summaries that follow:

1. Sentence types: Command, question, statement: (affirmative and negative).
2. Number: Regular plural inflection of nouns, irregular plural forms, mass nouns, substitutes with and without plural forms, modifiers with plural forms (*this, that, these, those*), verb forms signalling number.
3. Tense, and time expressions: Present and past tense forms and future constructions of all verbs including *be*; also, *have/had* and past participle, *was/were* and verb plus *-ing* (traditionally called past and present perfect and past progressive tenses).
4. Modals: Modal auxiliaries followed by the simple form of the verb.
5. Subordination: Patterns of purpose and reason; verbs followed by subjects and uninflected verb forms (*want to* plus simple form of the verb, *want you to* plus simple form of the verb).
6. Others: Possessive or genitive inflection of substantives, possessive forms of pronouns; comparative and superlative inflections and constructions of adjective and adverb modifiers.

The following matters have not been introduced in preceding units. They are expansions and developments of some of the preceding patterns:

1. Sentence expansions: Modification of substantives and modifiers; development of single words into phrases and clauses; combination and interrelation of various subordinate elements (comparison-result; for example: *He is so much happier now than he used to be that his whole life is better.*)
2. Modals expanded: Modal auxiliaries followed by *have* and past participle (*should have been*); past tense in present situations.
3. Subordination: *if*-sentences; included questions; combined subordinates.
4. Others: Substitutes: *-self; one/ones*. Markers: *a/an; the; either/or; both; another*

II. Sentence types

A. The basic sentence in English is a two position construction:

Subject Predicate

1. The usual occupier of subject position is a noun or its substitute.
2. The verb is the principal occupier of predicate position.
3. The word-in-subject-position is symbolized as (s) and the verb as (v).

B. Some sentences do not have the two positions of subject and predicate; but these are primarily "response" sentences:

Yes.
No, not at all.
Over there.
Any time.
My friend.

C. One sentence type has *Predicate* only:

Verb	Don't + Verb
Please + Verb	Please Don't + Verb

This is the command sentence.

D. One sentence type is based on a word order calling for a verb (full or auxiliary) to precede the subject. This is the question sentence.

1. The yes/no question is a word order arrangement in which some verbal element precedes the subject word.

<i>Be questions</i>	<i>Other verb questions</i>
Am I busy? (Yes, I am) Are you busy? (No, I'm not) Is he busy? Was he busy? Were we busy? Will they be busy? Are they going to be busy? Have they been busy? Had they been busy? Are you working? Were you working? Will you be working? Are you going to be working? Have you been working? Had you been working? Could you have been working?	Does he work? (Yes, he does.) Do you work? (No, I don't) Did you work? Will they work? Are they going to work? Have they worked? Had they worked? Can you work? Could you work? Should you work? And so on Could you have worked?

2. Information Questions: The question words *who*, *what*, *which*, *when*, *where*, *how* and *why* preceding the first verbal elements of the basic question get information responses.

<i>(Question)</i>				<i>(Answer)</i>
q.w.	be/auxiliary	s	v	
Who	are	you		I'm X
Who(m)	do	you	work for?	Mr. Y.
What	is	this?		It's an ashtray.
What	does	Mr. Z.	do?	He's a lawyer. (or) He practices law.
Which hat	do	you	prefer?	The red one.
When	do	you	work?	In the morning.
Where	do	you	work?	At home.
How long	have	you	worked?	Twenty years.

2. (Continued)

(Question)				(Answer)
q.w.	be/auxiliary	s	v	
When	do	you	take a vacation?	Every summer.
Where	do	you	go?	To the seashore.
How	do	you	get there?	By car.
Why	do	you	prefer the sea?	Because I like to swim.
				Because of the swimming.
Why	do	you	swim?	In order to reduce.
				For exercise.
				So that I can relax.

3. One question is signalled with question word order. The presence of *who*, *which*, *what* and such qualifiers as *how much x*, *how many x*, in subject position makes the sentence a question calling for an answer in terms of the subject.

(Question)		(Answer)	
s	v	s	v
Who	lives in that house?	Mr. X	does.
What	is going on there?	A party	(is).
Which man	is entertaining	Mr. X's brother	(is).
How many people	live there?	Just the two brothers.	
How much time	is left?	Ten minutes.	

4. Another question is that of statement plus tag.

Statement (s v)	Tag (v s)	Answer (to the statement)
You are busy,	aren't you?	Yes, I am.
You aren't busy,	are you?	No, I'm not.

The verb in the statement and the verb in the tag are in the same tense and have the same subject word, but they are in affirmative/negative opposition:

4. (Continued)

<u>Statement (s v)</u>	<u>Tag (v s)</u>	<u>Answer (to the statement)</u>
They went	didn't they?	Yes, they did.
They didn't write,	did they?	No, they didn't.
You've been there,	haven't you?	Yes, I have.
You haven't been there,	have you?	No, I haven't.

5. Indirect or included questions have statement word order:

<i>Direct Question</i>	<i>Indirect or included question</i>
Where is he?	I don't know <i>where he is.</i> Do you know <i>where he is?</i>

E. Statements (s v) occur more frequently than the other sentence types:

1. The basic sentence is composed of *subject/predicate* and modifiers in certain positions.

Subject word	freq. word	verb	ind. obj. word	dir. obj. word	expressions of manner place time		
Fathers	always	give	sons	advice	freely	at dinner	in evening.

2. The basic sentence is expandable.

a. The subject word may be marked and modified:

man works
 A man works
 A strong man works
 A very strong man works
 A very strong young man works
 A very strong young railroad man works

 A man, with great energy, works
 A man, moving quickly, works
 A man, trained and experienced, works

2. a. (Continued)

A man, who enjoys activity,
A man that we know well
A man we employ
A man with more skill than he used to
have

b. The verb may be modified:

A man works	
A man works hard	(manner)
in the sun	(place)
in the morning	(time)
A man works	because he must eat (reason, opposition
	although he prefers to play to reason, purpose)
	in order to live
	for food
	so that he may eat
A man works	as soon as he is old enough
	when he must
	while he is able
	where he can
	wherever he wants to
	whenever he needs to

c. Certain verbs may be followed by included questions and statements functioning as "objects."

I know that man must work.
which man must work.
where his work is.
when he does his work.
why he works.
how he works.
who(m) he works for.
who works with him.

d. The predicate may be expanded by verbs following the finite verb:

We want	somebody	to do	something.
We expect			
We need			
We get			
We would like			

2. d. (Continued)

We have	somebody	do	something.
We let	somebody	do	something.
We make			
We help			
We teach	somebody	to do	something.
tell			
remind			
We learn		to do	something.
know how			
remember			
We want you to try to learn how to tell them to remember to do something.			

III. Sentence structure

1. Number forms and number agreements account for many relationships in the English sentence:
 - a. English has two numbers: singular or one; plural or more-than-one.
 - b. The regular plural inflection of nouns is spelled -s or -es and pronounced /s/ /z/ and /əz/.
 - c. There are irregular plural forms in English:
 - (1) no change in form: sheep, deer, trout, fish
 - (2) final /f/ to /vz/: leaf-leaves
 - (3) vowel change: man-men; woman-women; mouse-mice
 - (4) other changes: child-children; ox-oxen
 - d. English has a category sometimes called "mass" or "uncountable" nouns which correlates with the third person singular form of following verbs: *ink, butter, tea, meat; advice, information, news.*
 - e. Uncountable nouns are sometimes measured by countable markers:

six bottles of ink (are)
 three pounds of butter
 four cups of tea
 five kinds of meat
 - f. When the verb in the present tense has a third person subject, there is a singular-plural correlation with the subject word.

The boy lives here
 The boys live here

1. f. (Continued)

/s/ /z/ and /əz/ as a present verb form ending means: singular, third person; as a substantive ending it means: plural, more-than-one

(*be* and *have*) There is a boy in the room.
 There are boys in the room.
 The boy has a friend.
 The boys have friends.

g. Number is signalled in the past tense of only one verb: *be*

There <i>was</i> a boy in the room	A boy <i>lived</i> there.
There <i>were</i> boys in the room	Two boys <i>lived</i> there.
	The boy <i>had</i> a friend.
	The boys <i>had</i> a friend.

h. Nouns may be marked by numbers (one, two, three) or by the following indicators:

<i>Singular</i>	<i>Plural</i>
a	—
the	the
some	both
much	several
a little	some
a lot of	many
none	a few, few
another	a lot of
the other	none
each	all
every	
either/ or	
neither/ nor	

i. Nouns have substitutes that have singular and plural forms, and some substitutes that indicate person and gender:

<i>Singular</i>	<i>Plural</i>
(1) he, she, it, I, you	they, we, you
(2) this, that	these, those
(3) -self	-selves
(4) one	ones (a blue one; three blue ones)

- j. Nouns also have substitutes that do not show number in their forms, but have the same number as the noun they substitute for:

The man *who lives* here *is* a friend.

The men *who live* here *are* friends.

The car *which* ran into the post *was* badly damaged.

The cars *which* ran into the post *were* badly damaged.

The crowd *that was* gathering *was* impossible to control.

The people *that were* gathering *were* impossible to control.

- k. Some substitutes are always followed by a singular verb form:

everybody, everyone; somebody, someone; anybody, anyone; nobody, no one (is, has)

2. Time, and added meanings, are signalled by verbs and verb combinations.

- a. Most English verbs have two forms: (a) a simple form and (b) an inflected form, in which *-ed* is added to the simple form and pronounced /t/ /d/ or /əd/. Participles are formed by adding *-ing* and *-ed* to the simple form.

- b. A group of English verbs, for historical reasons, have different patterns from those in *a*.

- (1) one form only:

put, hit, shut

- (2) two forms:

sleep-slept

buy-bought

meet-met

run-ran

have-had (and others)

- (3) three forms:

The third form is a verbal
called *past participle*.

begin-began-begun

go -went -gone

see -saw -seen (and others)

- c. An auxiliary, inflected for number and tense, operates with the general form of all verbs except *be* to signal present and past questions and negatives:

Does he work?

No, he doesn't work.

Do you work?

No, I don't work.

Did he work?

No, he didn't work.

- d. The verb *be* is different from all other English verbs:

- (1) it has three present forms: *am, is, are*

- (2) it has singular/plural forms in the past tense: *was/were*

2. d. (Continued)

- (3) It does not require an auxiliary to form questions and negatives:

Is he there?	No, he isn't there.
Are you there?	you aren't there.
Was he there?	he wasn't there.
Were you there?	you weren't there.

- (4) It forms a conjugation parallel to that of the inflected tenses, adding aspects of continuity, immediacy, and duration:

<i>be</i>	Another verb: <i>walk</i>
He is walking now.	He walks every day (present)
He was waling (when/while)	He walked yesterday (past)
He will be walking	He will walk tomorrow (future)
He's going to be walking	He's going to walk
He has been walking (since, for)	He has walked (since, for)
He had been walking (before)	He had walked (before)

<i>be</i> (with modal auxiliaries)	<i>walk</i> (with modal auxiliaries)
He can be walking could might may would should must would rather be walking had better be has to be used to He could have been walking would have been should have been might have been	He can walk could might may would should must would rather walk had better walk has to used to He could have walked would have should have might have

- (5) The verb *be* signals passive voice when followed by the past participle of some verbs:

It is done	every day.
is being done	now.
was done	yesterday.
was being done	(when, while)

(5) (Continued)

It	will be done	tomorrow	
	is going to be done	tomorrow	
	has been done		(since, for)
	had been done		(before)

e. Certain meanings are added to the main verb by a group of verbs called *modal auxiliaries*.

- (1) *can, could, may, might, will, would, should, must, ought to* and their negatives are the principal modal auxiliaries.
- (2) These modals have the same form for all persons.
- (3) All of them can and do occur in present and future time settings.
- (4) *could, would, might* also occur in constructions calling for past form agreement.

He thought	he would go.	He thinks	he will go.
	he might go.		
	he could go.		

- (5) *could, would, might, should, and must* also occur with *have* and the past participle.

He could have gone	(but he didn't)
He would have gone	(if he had known about it)
He might have gone	(but he didn't)
He should have gone	(but he didn't fulfill his obligation)
He must have gone	(because someone saw him there)

- (6) *used to* is an auxiliary limited to past time settings.
- (7) *have to*, which is inflected like a full verb, substitutes for *must* in past time settings. The negatives of the two contrast, however.

He has to go today. He had to go yesterday.	He must go today. (It is necessary) _____ (It was necessary)
He doesn't have to do (He is excused)	He must not go (He is forbidden)

- f. "Real" versus "hypothetical" action is signalled in *if* sentences by the relation of tense forms to real time.

If he's there tomorrow, we <i>will give</i> him the message. (possible situation) If he <i>was</i> there yesterday, he <i>got</i> the message. (possible)	If he <i>was (were)</i> there tomorrow we <i>would give</i> him the message. (hypothetical—he won't be there) If he <i>had been</i> there <i>yesterday</i>, he <i>would have got</i> the message. (He wasn't there)
The verbs in the “possible” sentences relate to the time of the sentences. The verbs in the other column are (1) past in a future setting and (2) before-past in a past setting.	

g. There are other time/tense patterns:

It is time we said goodbye we went home. we had dinner.
The past tense form following present <i>it is time</i> signals an action that has not yet occurred.
They were going to meet us for supper (but they were delayed). I was just going to call you when you phoned.
The “past future” form suggests an action intended but not carried out.

h. There is a convention in English called “sequence of tenses.” This is not so strictly followed in spoken English as it is in the written language.

John says he will go tomorrow. he can go tomorrow. he goes everyday. he went yesterday.	John thought he would go. he could go. he had gone. he might have gone. he was going to go. he went.
John thinks he will go. he can go. he has gone. he might have gone.	John had thought he would go. he had gone. he might have gone. gone.
	John might have thought he should go. he would go.

i. Two part verbs:

- (1) Two part verbs consist of verb plus *at, in, on, up, down, under, over*

And so on

- (2) Some two part verbs are inseparable:

We ran into some old friends.
He went on about the game for hours.

- (3) Some two part verbs are separable:

We looked up a number in the phone book.
We looked a number up.
We looked it up. (but not: We looked up it)

- (4) They signal meanings not immediately suggested by the two parts:

run into—to meet accidentally
go on —continue, to talk a lot
look up —try to find

And so on

3. Other structural patterns:

- a. Possession (genitive) is signalled by formal means in nouns and pronouns.

- (1) by an inflection's added to the singular form of nouns and some substitutes.

girl's everybody's one's

- (2) by phrases with *of* for inanimate objects:

the gears of the machine

- (3) by special forms of substitutes:

my/mine; your/yours; his/his; her/hers/ its/its; our/ours;
their/theirs; whose

- b. Negation, signalled chiefly by the verbs of a sentence, has a few additional signals.

- (1) Verb signals: *do/does/ did* plus *not*.
forms of *be* plus *not*.
modals plus *not*: *can't, won't, shouldn't*

And so on

other auxiliaries: *haven't, hasn't, hadn't*
didn't use to

3. a. (Continued)

- (1) Verb signals: other auxiliaries: *would rather not*
 had better not
 doesn't/didn't have to

(2) Other signals:

No (as response to a question); no, certainly not; not at all
(intensified)

There are *no* books here. There aren't any books here.

He is *never* at home.

There is *nothing* to do. There isn't anything to do.

There is *nobody* there. There isn't anybody there.

None of us answered.

They rarely answer. (These three adverbs have negative
They seldom answer. coloring; others are *scarcely*, *barely*)
They hardly speak.

c. *a/an* and *the* as markers of nouns function contrastively.

- (1) *a/an* marks all single, countable nouns not specified or limited.
a man-an animal
- (2) When these words are plural, there is no marker: *men; animals*.
The “meaning” is “general.”
- (3) *The* marks uncountable, specified words: *the ink, the butter*.
(cp.: *Butter is nutritious; The butter is on the table*)
- (4) *The* marks singular or plural words that are specified: *the men in the house, the animal I read about*.
- (5) *The* acts as a sequence signal: *A man and a dog went for a walk. The man was angry, the dog was tired, and the walk wasn't a success.*
- (6) *The* acts as a marker of nouns made from qualities: *the rich, the proud, the educated, the living*
- (7) *The* marks the names of those countries with plural forms or with descriptive terms: *The Dominican Republic; The Netherlands*.
- (8) *The* marks the names of mountain ranges but not those of most mountain peaks: *The Rocky Mountains; Pike's Peak; Old Smoky*.
- (9) *The* marks the names of rivers (*The Mississippi*) but not lakes: (*Lake Huron*)
- (10) *The* names of buildings are sometimes marked and sometimes not.

IV. Sentence Types summarized:

Command

verb Please + verb	don't verb Please don't + verb
-----------------------	-----------------------------------

Question

1.	Be	subj. wd.			
2.	aux. vb.	subj. wd.			
3. ques. wd.	aux. vb.	subj. wd.	verb		
4.		ques. wd.	verb		
5.		subj. wd. subj. wd.	verb neg. verb	neg. aux. aux.	s s

Statement

subject word + verb	(plus single word modifiers and complements)
subject word + verb	(plus included statements, questions, and clause modifiers)
s v and s v but or	(and expanded as in 1 and 2)

UNIT SIX: Appendix (Continued)

PRONUNCIATION

A summary of the sound system of American English.

I. *Vowels and consonants*

The sounds of English are of two kinds, vowels and consonants. The vowels are the syllabic; that is, they can form syllables by themselves, and are always the loudest sound, or the syllabic peaks, in the syllable in which they occur. Also, when a vowel is pronounced, the breath does not make any friction sound in the mouth. Compare, for instance, the vowels /æ/ ("hot") or /æ/ ("hat") with the consonants /z/ ("zoo") or /p/ ("pay").

Vowels

Vowels are made in this way:

1. The air is pushed up from the lungs (as in breathing out).
2. It is forced between the *vocal cords* in the throat. This makes the cords vibrate and causes *voice*.
3. This buzzing sound of voice is changed by the changing shapes of the mouth cavity. The tongue and jaws, and the lips, move to make these different shapes. For instance, the tongue may be *low* and *fronted* and the lips spread as for /æ/ ("bat"), or it may be *high* and *backed* and the lips rounded as for /u/ ("boot").
4. Certain vowels are pronounced with the vocal organs *tense*, that is, with tightened muscles. Examples are /i/ ("leak") and /u/ ("Luke"). Others are pronounced with *lax* or loosened muscles: /ɪ/ ("lick"), /ʊ/ ("look").
5. Certain vowels are pronounced while the tongue and jaw are moving upward. These are the diphthongal vowels like /e/ ("bait") and /o/ ("boat"). Others are pronounced with the vocal organs at rest. Examples are /ɛ/ ("bet") and /ɔ/ ("bought"). These are the *pure* vowels.

The Vowel System

When we plot the tongue positions of the vowels they form a quadrilateral:

/i/ is the highest front vowel
 /u/ is the highest back vowel
 /a/ is the lowest back vowel
 /æ/ is the lowest front vowel

A line through these four points of articulation makes a quadrilateral. All other vowels, except /ə/ ("above"), fall on this line. We can adapt and label the quadrilateral like this:

		FRONT	CENTRAL	BACK			
HIGH	{	1	ə	u	{	HIGH	
		2		ɪ			ʊ
		1		e			o
MID	{	2		ɛ	ɔ	{	MID
		LOW		æ			
		FRONT		BACK			

Eight of the vowels make up four pairs of higher, tense, diphthongal vowels (1), and lower, lax, pure vowels (2). The front vowels are unrounded, the back vowels become more rounded as we move up from /a/ ("tot") to /u/ ("toot"). /æ/ and /ɑ/ differ only in tongue position. /ə/ is higher than /æ/ and /ɑ/, and is central in relation to the other vowels.

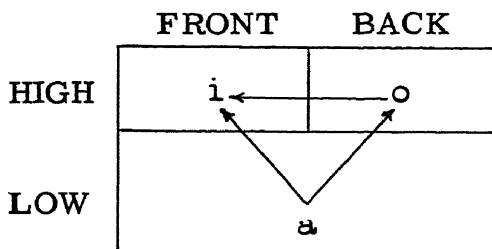
Here are examples of all these vowels:

/i/	leave,	heat	/u/	Luke,	pool
/ɪ/	live,	hit	/ʊ/	look,	pull
/e/	late,	pain	/o/	boat,	choke
/ɛ/	let,	pen	/ɔ/	bought,	chalk
/æ/	hat,	tap	/ɑ/	hot,	top
	/ə/	above,	cup		

The Diphthongs

In addition to the vowels, there are three diphthongs, /aɪ/ ("buy"), /ɔɪ/ ("boy"), and /aʊ/ ("bow"). These sounds are different from the diphthongal vowels because the tongue moves further, it moves between different pairs of points, and, especially, because this movement of the

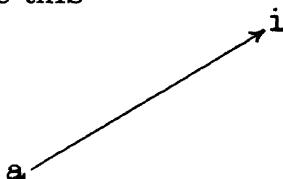
tongue is more important. We can picture the diphthongs on the quadri-lateral like this:



These diphthongs are *not* a sequence of two vowels connected by a changing section or *glide*, which we could picture like this:



but a glide throughout, like this



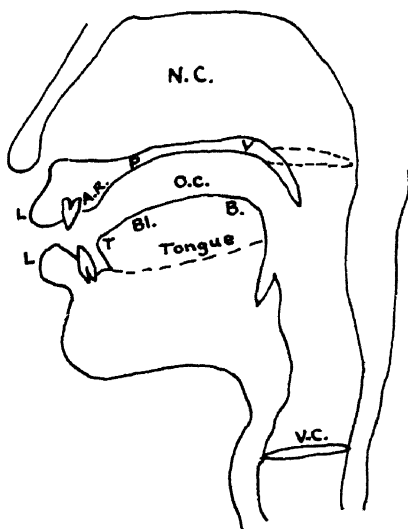
Here are examples:

/aɪ/ light, time

/aʊ/ mouth, loud

/ɔɪ/ boy, point

THE VOCAL ORGANS



L.L... Lips
O.C... Oral cavity
A.R... Alveolar ridge
P..... Palate
V..... Velum

T..... Tip of the tongue
Bl..... Blade of the tongue
N.C... Nasal cavity
B..... Back of the tongue
V.C... Vocal cords

The Syllabic Consonants

The syllabic consonants are a group of sounds which are produced like consonants, but which form syllabic peaks like vowels. The sounds / r̥, / l̥, / ŋ̥, / m̥ / (“bird”, “bottle”, “button”, “keep ’em”) are made in the same way as the corresponding consonants (see below), but they are the only “vowels” in the syllables in which they occur. Here are some examples:

/ r̥ / word, turn
/ l̥ / middle, metal
/ ŋ̥ / cotton, student
/ m̥ / keep them, (keep ’em), stop him, (stop ’im)

Consonants

Consonants are made in this way:

1. The air is pushed up from the lungs (as in breathing out).
2. It is forced between the vocal cords. The vocal cords are wide open for voiceless sounds like / s / and / p /, and very close together and vibrating for voiced sounds like / z / and / b /, and the vowels (see *Vowels* above).
3. The air is then released through the nose for *nasal* sounds like / n / or through the mouth for oral sounds like / t, / v, / r /. Looking at the diagram of the vocal organs on the preceding page will help you.
4. *Nasal consonants*. If the lips are brought together, / m / as in “some” is formed. If the tip of the tongue touches the upper gum ridge, / n / as in “sun” is formed. If the back of the tongue goes up against the back of the roof of the mouth, or *velum*, / ŋ / as in “sung” is formed.
5. *Oral consonants*. The oral consonants can be divided into three groups: *stops*, *fricatives* and *liquids*.
 - A. *Liquids*. There are two liquids: *central* / r / as in “read”, and *lateral* / l / as in “lead.” While the body of the tongue is gliding to or from the position for a vowel, the tip of the tongue bends up and back to form / r /. During the production of / l /, the tip of the tongue touches the upper gum ridge, or *alveolar ridge*, and the air is released along one or both sides of the tongue.

The other two groups of oral consonants, the stops and the fricatives, occur as both voiced and voiceless. Vowels before consonants are longer than those before voiceless consonants.
 - B. *Fricatives*. The air passage is narrowed at one point or another. This narrowing squeezes the air and produces friction at that point. With the lower lip against the upper teeth, you get the *labio-dental* / f, / v /, as in “ferry”, and “very.” With the tip of the tongue against the lower edge of the upper teeth, you get the *dental* / θ, / ð /, as in “ether” and “either.” With the tip of the

tongue held close to the front of the palate, (the pre-palatal region), you get / s , z /, as in “seal” and “zeal.” With the blade of the tongue pulled back a little and held beneath the palate, you get / ʃ , ʒ / as in “Aleutian” and “allusion.” The consonant /h/ is not a member of a voiced-voiceless pair. It is a period of voiceless friction with the vocal organs set for the following vowel, as in heat, hate, hat, hot, etc.

- C. *Stops*. The air passage is blocked at one point or another. If a stop consonant comes before a vowel, the air is then released. With the lips pressed together, you get / p , b / as in “pet” and “bet.” With the tip of the tongue against the alveolar ridge, you get / t , d / as in “ten” and “den.” For /tʃ/ and /dʒ/ the tip of the tongue touches the alveolar ridge as for /t/ and /d/. The blade is raised toward the palate as for /ʃ/ and /ʒ/.

Here is a chart showing the arrangement of consonants by type and position:

		LIP				TONGUE TIP		T. BLADE		T. BACK	
NASAL		m		n						ŋ	
STOP	{	Voiceless	p		t		tʃ				k
		Voiced	b		d		dʒ				g
FRICATIVE	{	Voiceless	f		θ	s	ʃ				h
		Voiced	v		ð	z	ʒ				
LIQUID	{	r									
		l									

Here are some examples:

/m/	<u>m</u> ake,	com <u>b</u>	/f/	<u>f</u> ind,	half
/n/	<u>n</u> one,	pen	/v/	<u>v</u> oice,	shave
/ŋ/	<u>sing</u> ing,	ton <u>g</u> ue	/θ/	<u>th</u> ank,	breath
/p/	pi <u>p</u> e, ha <u>pp</u> y, to <u>p</u>		/ð/	<u>this</u> ,	breathe
/b/	<u>b</u> aby,	rob	/s/	<u>s</u> ay,	ice
/t/	tea <u>t</u> ,	ha <u>t</u>	/z/	<u>z</u> oo,	eyes
/d/	de <u>a</u> d,	nee <u>d</u>	/ʃ/	shi <u>p</u> ,	dish

C. (Continued)

/tʃ/	ch <u>e</u> w,	ma <u>t</u> ch	/ʒ/	te <u>l</u> evision,	rou <u>g</u> e
/dʒ/	ju <u>d</u> ge,	ag <u>e</u>	/h/	h <u>o</u> me,	ah <u>e</u> ad
/k/	ca <u>k</u> e,	lik <u>e</u>	/r/	r <u>e</u> d,	car
/g/	g <u>o</u> , bigg <u>e</u> st, bag		/l/	l <u>a</u> te,	call

II. Stress

- A. *Word Stress*. All English words have one heavy stress. This stress can occur on any syllable of a word: protest, protest, protestation
- B. *Noun Compounds*. The position of the heavy stress makes the difference between noun-compounds and phrases in which adjectives modify nouns:

the white house
 the White House (where the President lives)
 the red book
 the Redbook (the telephone directory)

- C. *Stressed and Unstressed Forms*. Many words have alternate forms depending on whether they are stressed or not. With such forms, there is often an alternation of vowels:

/æ/ ~ /ə/

Can you go?	/kən iə gó/
Yes, I can.	/iss, ai kæn/
Do you like him?	/də iə laikim/
Yes, I do.	/iss, ai dú/

- D. *Constrastive Stress*. In any English sentence the stress can be moved freely for special emphasis:

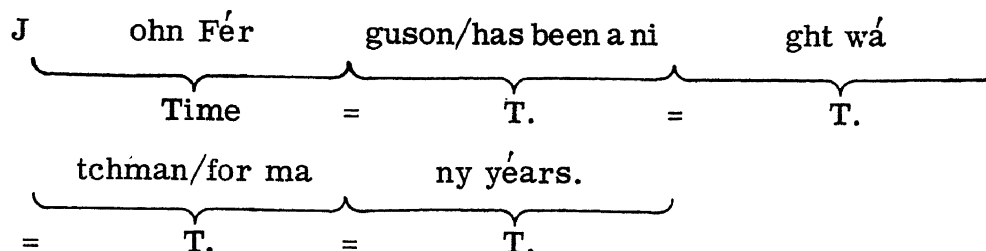
I can go.	(go —not stay)
I can go.	(can—not can't)
I can go	(I —not you)

- E. *Rhythm Unit*. Any long English sentence can be divided into groups of rhythm units, (/.../).

- Each rhythm unit contains one content word such as a noun, a verb, etc. with a heavy stress (').

II. E. (Continued)

2. It may also contain other content words with a medium stress (^).
3. Function words such as prepositions, conjunctions, etc., are usually unstressed and spoken quickly. Frequently, the vowels are reduced to /ə/. (See C above)
4. The stresses repeat at equal time intervals throughout the sentence, with the words in between reduced and rushed. e.g.:

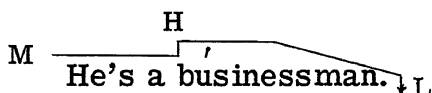


III. Intonation

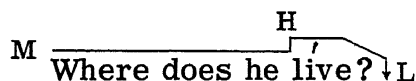
English has three levels of pitch: low (L); middle (M); high (H).

A. Falling contour

1. Statements begin on middle pitch, rise to high pitch (usually on the heavy stress), and then fall to low pitch at the end of the sentence, quickly fading away.

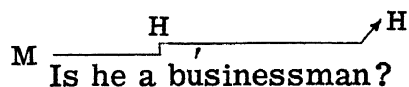


2. Question-word questions (those beginning with *what*, *where*, *when*, *why*, *how*, etc.) use the same intonation contour as above.

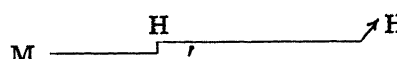


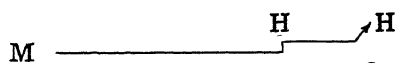
B. Rising contour

1. Yes-no questions (those answered by "yes" and "no") begin on middle pitch, rise to high pitch (usually with heavy stress) and continue on high pitch to the end of the sentence, rising a little higher before fading



2. Total questions are those which ask for confirmation of a previous statement or question. (These include echo questions) These use the same rising contour as the yes-no questions.

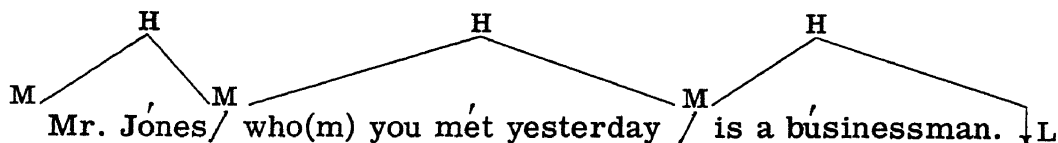
M  He's a businessman? (Really? Is that so?)

M  Where does he live? (What did you say? Did I hear you right?)

C. Centering contour

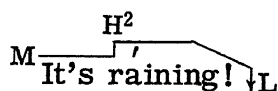
This contour is non-final and means that the sentence is not ended yet, but that more is to follow. It is the contour for non-final rhythm units (/.../).

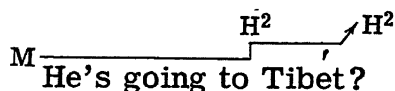
It begins on middle pitch, rises to high pitch and falls back to middle without rising or falling at the end:

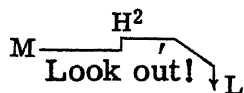
M  Mr. Jones / who(m) you met yesterday / is a businessman. ↓ L

D. Emphatic contour

These are the sentences (statements and questions) that mean surprise or special emphasis. They use the same *types* of contours as above but with extra-high pitch (H^2).

M  It's raining! ↓ L

M  He's going to Tibet?

M  Look out! ↓ L

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